DOCUMENT RESUME

ED 105 088 95 CE 003 324

TITLE	Secondary English Activities of the North Dakota Exemplary Project in Career Education. Grades 7-12.
INSTITUTION	North Dakota State Board for Vocational Education, Bismarck.
SPONS AGENCY	Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
BUREAU NO	0-361-0047
PUB DATE	30 Jun 73
GRANT	OEG-0-70-4752(361)
NOTE	184p.; For other secondary level guides from this project, see CE 003 325-8, for elementary level guides, see CE 002 107-10, CE 002 393-4, and CE 003 322-3
EDRS PRICE	MF-$0.76 HC-$9.51 PLUS POSTAGE
DESCRIPTORS	Behavioral Objectives; Career Awareness; *Career Education; *Curriculum Guides; *English; *Integrated Curriculum; Junior High Schools; *Learning Activities; Resource Materials; Resource Units; Secondary Education; Vocational Development
IDENTIFIERS	North Dakota

ABSTRACT

The secondary English activities materials developed by the North Dakota Exemplary Project represent information that will be helpful to teachers in achieving the goals of a career education program. The guide provides a flexible framework to provide experiences that will support the learning principles needed to attain the required knowledge, attitudes, and skills essential to productive living integrated into the existing curriculum. A brief explanation is offered by career education--its definition, philosophy for the secondary level, specific secondary objectives, summary of career education objectives, and the need for career education. The needs of the students, involvement in the world of work, and classroom facilities should set the stage for the selection of resource units to be used. Within the English area, activities are organized by the career education elements of: self awareness, career awareness, attitudes and appreciations, employability skills, and education awareness. Each broad objective includes specific behavioral objectives, a suggested subject area and grade level, learning activities, suggested teaching techniques, resource materials, and worksheets. Supplemental materials are appended. (Author/BP)

ED105088

SELF-AWARENESS

EMPLOYABILITY SKILLS

WORK ATTITUDES

ENGLISH

AESTHETIC

LEISURE TIME

U.S. DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

GRADES 7-12

DECISION MAKING

GOALS - VALUES

OCCUPATIONAL INFORMATION

CE003324

ED105088

Secondary English Activities

of the

North Dakota Exemplary Project in Career Education

Conducted Under

Section 142(c), Part D

Public Law 90-576

Project No. 0-361-0047
Grant No. OEG-0-70-4752(361)

The project reported herein was performed pursuant to a contract with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Project Director: Larry Selland
Project Staff: Marvin Kollman
Robert Lamp
Gary Lee
Harry Weisenberger

North Dakota State Board for Vocational Education
State Office Building, 900 East Boulevard
Bismarck, North Dakota 58501

June 30, 1973

TABLE OF CONTENTS

I. Preface iv

II. Acknowledgements. v

III. Purpose of this Guideline vi

IV. Definition of Career Education vii

V. Career Education Philosophy viii

VI. Specific Secondary Objectives ix

VII. Summary of Career Education Objectives x

VIII. Need for Career Education xi

IX. English Activities by Career Education Elements

SELF-AWARENESS

Beginning Steps 1
Awareness Vocabulary. 6
Behavior. 13
Self-Appraisal. 15
Character Traits. 21
Employee Qualities. 24
Emotional Needs 26
Effects on Others 32
Emotional Behavior 34
Understanding Feelings. 35
Abilities, Aptitudes, Interests 37
Personal Characteristics and Goals. 39
Goals, Values and Aspirations 45

CAREER AWARENESS

Major Career Fields 47
Researching an Occupation 48
Workers in Biographies. 49
Workers in Sports 50
Newspaper Occupations 52
Publishing Occupations. 53
Occupations in the News 54
Newspaper Reporters 56
Printing Occupations 57
General Occupations 58
Career Book Report. 59
Getting Information on Careers. 60
Drama Occupations 61
Costume Design 63
Lighting Technician. 64
Prop Designer. 65
Scene Builder. 66

ATTITUDES AND APPRECIATIONS
Importance of Attitudes 67
Recognizing Differences in People 68
Attitude Situations 69
Family Influence. 70
Parental Influence. 73
Personal Philosophy 76
Satisfactions of Work 77
Women's Role in World of Work 79

EMPLOYABILITY SKILLS
Problem Solving - Part I. 80
Problem Solving - Part II. 84
Maturation. 86
Following Instructions 91
Safety Rules. 93
Listening 95
Letters of Application 103
Letters of Recommendation 104
Employment Information. 105
Finding Sources of Employment 106
Job Interviews. 107
Want Ads (terms) 110
Employment Tests. 113
First Week on the Job 114
Changes in the World of Work. 119
Management Expectations 120
Apprenticeships 125

EDUCATIONAL AWARENESS
Getting Information from Post-Secondary Schools 130
School Subject Relationships. 131
Value of School Record. 133
Recommendation Forms. 134
Preparing for Leisure Time. 136
Literature as Leisure 137
Recreation Activities 138
Social Activities 142

X. Appendices

A. Guideline for Individual Research Study of an Occupation 144
B. Personal Data Sheet 151
C. Occupational Clusters for English 153
D. Guideline for Resource People 160
E. Guideline for Fieldtrips. 164
F. Addresses for Suppliers of Resource Material 166

PREFACE

The 1968 Vocational Education Amendments called attention to the need for innovative programs in education that would help students bridge the gap between school and work. In response to this legislation the State Board for Vocational Education in cooperation with the Department of Public Instruction, the Bismarck Public School District, and others have initiated a developmental program in Career Education. This program has been developed and field tested in the Bismarck District and other schools that have asked to become involved during 1970 - 1973.

The following materials have been compiled by the staff of North Dakota's Exemplary Career Education Program with the assistance of many individuals and groups. The contents are designed as ideas that could be used to develop various Career Education concepts and objectives. The activities are to be integrated into your existing curriculum, sequenced, and adapted to meet the needs of all people involved in education at the local school.

ACKNOWLEDGMENTS

The staff of the State Exemplary Project in Career Education gratefully acknowledge the help of the teachers, administrators and counselors in the Bismarck Public Schools for assistance in the development and field-testing of the suggested activities.

In addition to the personnel in the Bismarck School District many individuals and groups contributed to furthering the effort of Career Education in North Dakota. The project staff extends a special thank you to the staff of the State Board for Vocational Education, members of the Department of Public Instruction, and all other school districts, agencies, and individuals that helped make this publication a reality.

PURPOSE OF THIS GUIDELINE

The Career Education reference material included in this guideline represents information that will be helpful to teachers in achieving the goals of a Career Education program.

The guide provides a flexible framework to provide experiences that will support the learning principles needed to attain the required knowledge, attitudes and skills essential to productive living. Within this flexibility, there is no planned sequence of study in this guide. The needs of the students, the involvement in the world of work and the classroom facilities should set the stage for the selection of resource units to be utilized.

This guide does not provide a framework for a separate unit on careers. Rather, it is expected that learning experiences from the guide will be incorporated into existing units of instruction.

This guide is organized around 16 major objectives. To achieve these objectives the activities include expected student behavior and suggested learning experiences. Teachers are encouraged to add other goals and learning experiences which they have found successful.

The Career Education activities in this guide have been organized in the Table of Contents as they relate to the elements of the Career Education Program. With this structure, the teacher has a ready reference for the selection of an activity appropriate for working with that element. In using the activities, the classroom teacher should make special note of the format as it applies to the student and teacher needs. Provisions have been made for a broad objective and supportive techniques. Also, suggested resources have been listed to help the teacher and student work out a plan of study. It is not intended that the teacher be limited to the activity as presented. Rather, it is to be thought of as a point of departure in accomplishing the desired objectives.

DEFINITION OF CAREER EDUCATION

"Career Education represents the total effort of public education and the community to help all individuals become familiar with the value of a work oriented society, to integrate those values into their personal value structure, and to implement those values in their lives in ways that make work possible, meaningful, and satisfying to each individual."
Dr. Kenneth Hoyt

Career Education is an integral part of education. It is a concept that includes as its main thrust the preparation of all students for a successful life of work by increasing their options for occupational choice and attainment of job skills, and by enhancing learning achievement in all subject matter areas. Career Education is a series of growth experiences which begins in the home and continues at the pre-school and elementary, junior high and senior high, post-secondary and adult levels of education. Emphasis is placed on career awareness, orientation and exploration of the world of work, decision-making relative to additional education, preparation for employment, and understanding the interrelationship between a career and one's life style. It provides purposefully planned and meaningfully taught experiences which contribute to self-development as it relates to various career patterns. Career Education calls for a total effort of the home, school and community to help all individuals become familiar with the values of a work oriented society, to integrate these values in their lives in a way that work becomes useful, meaningful and satisfying.

CAREER EDUCATION PHILOSOPHY

Secondary

Career Education is that one aspect of life-long individual development which relates to the occupational needs of the individual and which occurs with social, emotional, intellectual and general personal development. All facets of individual development are integrated with each other in a life-long continuing process.

Career Education in the secondary school provides for broad based occupational exploration including classroom, shop, laboratory and field experiences in a variety of occupational areas.

It is designed to assist secondary students, through an interdisciplinary approach, develop a more realistic plan for their own careers. The activities provide for further development of self-concept, self-appraisal of abilities, interests and aptitudes; understanding of education avenues; appreciation of economic and social values of work and an awareness of the decision-making process.

The decision-making process is an important facet of career development at the secondary level. The student relies heavily on pre-high school experiences relating to awareness and exploration experiences of the individual in the career education activities on the elementary level.

The decision-making process is not a "one shot" deal but rather an end result of many experiences throughout the lifetime of an individual. Whether or not the decision will be a realistic one for the individual depends on how he sees himself in relation to the total picture. Therefore, career education necessarily becomes a lifetime process since decisions are constantly being made by the individual.

Educational curriculums and other experiences usually consider the physical, emotional, intellectual, and general educational development but, unless coincidental, fail to consider the other aspect of career education in the overall educational process. In light of this void in the curriculum, activities or experiences must be provided each student by the classroom teacher. No one individual or department in the school system can achieve the desired goals alone.

Many of the activities provide an opportunity for the students to visit the business community and observe workers on the job at all levels, including semi-skilled, skilled, technical, and professional occupations. Students will interview workers to learn their respective feelings about their occupation, the educational requirements, work settings, benefits, work hours, and job characteristics relative to self-characteristics.

The secondary student must be cognizant of the options before him and through classroom or subject matter related experience be reminded of the resources, both intellectual and materialistic, from which he can draw in making a realistic decision; he must be equipped to deal with the decision as it affects his future; be prepared to make necessary adjustments demanded by his environment; in general begin planning and preparing for adult living.

SPECIFIC SECONDARY OBJECTIVES

1. To create self-awareness of students' interests, abilities and aptitudes.

2. To help students set realistic goals in light of knowledge about themselves.

3. To relate that technology affects the number and types of careers and to illustrate the interdependency of workers.

4. To acquaint students with the various aspects of community job resources, job hunting, applying, interviewing and securing employment.

5. To show a relationship between school subjects and opportunities that exist throughout life.

6. To familiarize students with sources and uses of occupational materials in the library and/or counselor's office.

7. To become aware of employment trends and outlooks, employer-employee relationsips and the distribution and mobility of employed persons.

8. To investigate projected needs for various workers and the career patterns involved with these workers.

9. To acquaint students with the basic economics, budgeting, and the importance of fringe benefits when considering employment.

10. To acquaint students with labor unions, apprenticeship programs, and journeyman programs.

11. To expose students to a full range of occupational opportunities.

12. To understand goals, values, and aspirations and how they relate to the choice of a career.

13. To develop basic problem-solving techniques.

14. To acquaint students with the need for continuing education.

15. To help students make a realistic choice of post-secondary plans.

16. To help students make the necessary adjustments for adult living.

SUMMARY OF CAREER EDUCATION OBJECTIVES

I. PREPARE FOR MAKING CAREER DECISIONS

- A. Know own characteristics relevant to career decisions.
- B. Know the characteristics and requirement of different careers and occupations.
- C. Relate own personal characteristics to occupational requirements.
- D. Plan for career education or change.

II. IMPROVE CAREER AND OCCUPATIONAL CAPABILITIES

III. POSSESS SKILLS THAT ARE GENERALLY USEFUL IN THE WORLD OF WORK

- A. Have generally useful numerical skills.
- B. Have generally useful communication skills.
- C. Have generally useful manual-processing and decision-making skills.
- D. Have generally useful interpersonal skills.
- E. Have employment-seeking skills.

IV. PRACTICE EFFECTIVE WORK HABITS

- A. Assume responsibility for own behavior.
- B. Plan work.
- C. Use initiative and ingenuity to fulfill responsibilities.
- D. Adapt to varied conditions.
- E. Maintain good health and grooming.

V. HAVE POSITIVE ATTITUDES TOWARD WORK

- A. Recognize the basis of various attitudes toward work.
- B. Hold competence and excellence in high regard.
- C. Seek personal fulfillment through own achievements.
- D. Value work in terms of societal goals.
- E. Pride in work improves quality.

VI. HAVE A POSITIVE IMAGE OF SELF

- A. Understand feelings toward myself and others.
- B. Understand and accept my similarities and differences.
- C. Identify, clarify, accept, or change my values.
- D. Assume responsibility toward self and society.
- E. Recognize inherent capabilities.

NEED FOR CAREER EDUCATION

A fundamental purpose of education is to prepare people to live a productive and rewarding life. For far too many Americans our schools are failing in this essential mission.

In typical schools throughout the country young people complain that curriculums are dull and irrelevant, that their education is not opening pathways to a fulfilling adulthood. Substantial numbers of students score below their grade level in basic skills; high dropout rates, absenteeism, academic failure, drug abuse, vandalism, and assaults on administrators, teachers, and pupils signal their discontent.

It is a rare school that equips all its students to make the choice upon graduation of entering the job market with a salable skill or of continuing their education. Too often the graduate has neither option, let alone the opportunity to select one or the other.

Nearly 2.5 million students leave the formal education system of the United States each year without adequate preparation for a career. In 1970, not counting enrollment in homemaking, only about one high school student in six was enrolled in occupational preparation. More persons are graduating from a 4-year college with a bachelor's degree than there are jobs for degree holders. By the end of this decade eight out of ten jobs in America will not require a baccaluareate degree.

In a modern society, formal education stands directly between a person and his ability to support himself and his family. If the quality or the appropriateness of any child's formal education is poor, what might have been a roadway to opportunity will remain a barrier. To fail to fulfill a responsibility in this respect means to render a large proportion of the future citizens of this country economically obsolete.

More appropriate curriculums must be developed, validated, and installed and they must be used more realistically if we are to meet the needs and desires of students and serve the purposes of society.

Taken from

Career Education
S. P. Marland, Jr., Commissioner
DHEW Publication No. (OE) 72-39
1971

CAREER DEVELOPMENT ACTIVITIES

Self-Understanding

BROAD OBJECTIVE: To acquaint students with the beginning steps in understanding themselves.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate a knowledge of the beginning steps in understanding himself, each student will answer in writing each of the questions as listed in the technique column.

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
By answering a series of questions concerning themselves, students will be introduced to the importance of knowing themselves in relation to making wise career choices.	What You Need to Know and Do 1. About Yourself: a. What kinds of skills and abilities do you have? b. Why do you like certain subjects and not others c. Why do you join certain clubs? d. Why do you like certain hobbies and books? e. Do you like working with people? f. What occupations seem related to your interests? g. What training is needed for two of the above occupations? h. Where can additional information on occupations be found? 2. Students will list their likes and dislikes. Suggested form attached. 3. From this summarize the above information on "Rating My Interest" (attached).	Booklets: "You and Your Abilites" #5-153 "Choosing Your Career" #5-516 "Discovering Your Real Interests" #5-154 SRA Guidance Series

SUGGESTED CORRELATION FOR THIS ACTIVITY: Adventures for Readers, Book One - Unit 4, "Understanding Yourself"

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	4. Using "Interests and Partial Occupational Opportunities" (attached) as transparency, handout or on board have students explore the occupations which they might consider on the basis of their interests. 5. Ask if they have considered any of these occupations previously. 6. From this activity, a speech activity might be used.	

RATING MY INTEREST

1. In which of the five interest areas are most of your likes? (Column I)

   a.

   b.

   c.

2. In which areas are your strongest dislikes? (Column III)

   a.

   b.

   c.

3. Which areas do you seem not to care about either way? (Column II)

   a.

   b.

   c.

MY LIKES AND DISLIKES

INTEREST AREAS	Column I LIKES	Column II DON'T CARE	Column III DISLIKES
OUTDOOR			
MANUAL			
ARTISTIC			
MENTAL			
SOCIAL			

INTERESTS AND PARTIAL OCCUPATIONAL OPPORTUNITIES

INTEREST AREA	I PROFESSIONAL TECHNICAL MANAGERIAL	II CLERICAL SALES	III SERVICE	IV AGRICULTURE FISHERY FORESTRY & RELATED OCCS.	V PROCESSING	VI MACHINE TRADES	VII BENCH WORK	VIII STRUCTURAL WORK	IX MISC.
OUTDOOR	Bdg. Insp. Project Eng. Veterinarian Air Pilot Geologist Surveyor Coach Recreation Umpire Athlete	Toll Collector	Policeman Fireman Watchman Air Craft Maint. Service Station Att. Bill Collector	Farm Hand Ranger Beekeeper Fisherman	Sand Blaster Radial Saw Operator Well Driller Aggregate Crusher Pipefitter	Arc Welder Ship Bldg.	Pre-fabricator Radial Saw Operator	Roofer Glazier Carpenter	Lumberman Meter Reader (Utilities) Bill Board Maintainer
MANUAL	Dentist Lab. Technician Draftsman	Typist File Clerk Key Punch Operator Carpet Layer	Chef Rug Cleaner Custodian Presser-Dry Cleaner Domestic Taxi Driver	Milking Machine Operator Farm Equipment Optr. Lumberman	Concrete Pipe Making Machine Optr. Bottle Machine Optr. Hat Blocker Molder Truck Driver	Toolmaker Job Setter Metal Work Mach. Mech. Bookbinder	Jeweler Auto Mech. Sheetmetal Worker Locksmith Repair of Musical Instrus.	Rigger Shipwright Erectors Cableman Pile Driver Cement Mason Carpenter	
ARTISTIC	Architect Commercial Artist Cartoonist Clothes Designer Interior Decorator	Treasury Engraver Displayman Window Trimmer Model	Seamstress Cake Decorator Cosmetologist Florist	Gardener Tree Pruner Landscape Architect Horticulture	Sign Painter		Jeweler	Cabinetmaker Stone Mason Potter	
MENTAL	Teacher Doctor Lawyer Chemist Airplane Pilot Manager	Bookkeeper Department Store Mgr. Secretary	Child Care Assistant Police Detective Prac.Nurse Underwriter	Park Foreman Farm Foreman Game Warden	Foreman Programmer Teller	Electrician Inspector Foreman	Dental Technician	Engineering Estimator	Case Worker Claims Adj.
SOCIAL	Librarian Social Wkr. Administrator Nurse	Insurance Salesman Receptionist Cashier Dental Hygienist	Waitress Waiter Repairman Barber Receptionist			Tool & Die Shop Foreman	Shoe Repairman		Bus Driver Security Guard

Self-Awareness Vocabulary

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To familiarize students with words used in learning about self-awareness.

SPECIFIC BEHAVIORAL OBJECTIVE: The students will learn the meaning of at least half of the vocabulary words and be able to spell and define them.

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Hand out vocabulary list containing words pertinent to self awareness. Develop recognition of the words so material presented will be more meaningful.	1. Introduce the idea that we have difficulty understanding ourselves if we're not able to put our feelings into words. 2. Knowledge of the following words aids us in understanding ourselves and others. 3. Hand out vocabulary list in total or parts. 4. Define words orally or as homework. 5. Apply and use the words correctly in class discussion. 6. Vocabulary quiz.	Attached list After evaluation use following filmstrip "Learning to be Your Best Self" from "Learning to Live With Others" - Group 1 sound filmstrip for follow up

SUGGESTED CORRELATION FOR THIS ACTIVITY:
Adventures For Readers Unit 4
"Understanding Yourself"

Vocabulary List

abilities
accuracy
acquainted
alert
ambitious
ambivert
appraisal
aptitude
artistic
athletic
attitudes

career community
concentrate
concentration
confident
considerate
(inconsiderate)
clumsy
cooperation
cooperative
courteous
courtesy

demanding
dependable
disagree

efficient
(inefficient)
even-tempered
extrovert

friendliness
friendly

guidance

habit
handicap
handwriting
hearing
height
helpful
hobbies
honest
hygiene

industrious
industry
integrity
intelligence
introvert
jealous

leadership
loyal

manual dexterity
mechanical
modest
moody

neatness

open-minded
optimistic

participation
patient
penmanship
persistent
personal
personality
physical
pleasant
poise
popular
posture
promptness
punctual

reading
reliability
reliable
responsibility

self-appraisal
self-confident
self-control
self-reliant
serious
show-off
shy
sincere
speech
spelling
sportsmanship
sympathetic

tactful
talkative
thorough
thrifty
trustworthy

unreasonable

vision
vocational

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To set the tone for self-awareness. To promote a realistic consideration of self-awareness. To orient the student to the school.

SPECIFIC BEHAVIORAL OBJECTIVE: After viewing filmstrip the students will be able to evaluate themselves realistically by completing "How Are You Getting Along?"

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Discuss the need for self-knowledge in order for us to determine our place in the future. Show filmstrip "Who Are You?" This filmstrip emphasizes the fact that society needs different kinds of people and encourages the student to take pride in being an individual.	1. Introduce discussion. 2. Show filmstrip. 3. Discuss aspects of self-awareness shown in the film. 4. Fill out "Information About Myself". This acquaints student with self and student with teacher. 5. Student will use "How Are You Getting Along" as a self-evaluation.	"Who Are You?" SRA filmstrip Information About Myself (worksheet) How Are You Getting Along (checklist)

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Text materials: Adventures For Readers Unit 4
"Understanding Yourself"

Date _____

INFORMATION ABOUT MYSELF

Grade _____

MY FAMILY AND I:

Name _____

Birth Date _____ Telephone _____

Address _____ City _____ Zip _____

I live with my (circle one) Mother Father Both Parents Guardian

I have _____ brothers. Ages _____

I have _____ sisters. Ages _____

My regular jobs at home are _____

_____

Sometimes I help at home by _____

I receive a regular allowance _____ Yes _____ No

MY STUDY HABITS

1. I usually study about _____ minutes a day at school and about _____ minutes at home. I (do, do not) have a quiet place to study at home. I (do, do not) have a room of my own at home in which to study. I (do, do not) usually work in the same place at home every time I study.
2. The subject I have to study the most is _____.
3. I feel most confident in the following subject, subjects: _____

   _____
4. I (do, do not) have a definite plan for studying. It (is, is not) easy for me to concentrate when I study.
5. I (do, do not) feel I need help in developing better study habits.

MY SCHOOL ACTIVITIES

1. Last year I joined these school activities: _____

   _____

   My favorite was _____
2. This year I have joined these school activities _____

   _____

   My favorite is _____
3. I (do, do not) like to dance. I (do, do not) like assembly programs.
4. I (have, have not) been a class officer. I (have, have not) been an officer in some school club or organization.
5. I have (several, few, no) friends in this school. The name of my best friend is _____. (He, she) goes to _____ _____ School and is in the _____ grade.

MY OUT-OF-SCHOOL ACTIVITIES

1. Summary of important information about the clubs and organizations I belong to which are not part of the school program:

Name	Meets how often?	At what times?	What I like best about it is:
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

2. I go to the movies about _____ times a week. My parents let me go out of the house about _____ nights a week. I am usually expected to be home by _____ o'clock.

3. When I am out with my friends, the things we like to do most are:

_____

4. I spend about _____ hours per day watching television.

5. I earn money by _____. I usually work about _____ hours per week. Other things I have done to make money are:

_____

6. My hobbies are: _____

7. My leisure time activities are: _____

8. I think my special abilities or talents are: _____

_____

MY HEALTH

1. My present health is (excellent, fair, poor).

2. I (have, have not) been sick much during my life. The longest I was ever sick was _____ days or about _____ weeks.

3. My teeth are (excellent, fair, poor).

4. I (do, do not) wear glasses. I (am, am not) hard of hearing. I (do, do not) have another physical handicap. It is _____

5. The last time I had a physical examination was in _____ year.

6. I (do, do not) sometimes worry about my health.

7. I (do, do not) have a family doctor. I (do, do not) have a health plan.

In clubs and other organizations:

1. What school clubs or community organizations (such as the Boy Scouts, the Camp Fire Girls, 4-H Club) do you belong to?

2. To what offices have you been elected?

3. On what committees have you served?

4. How would you feel if a friend of yours were elected class president?
   - ____Happy for the friend
   - ____Envious of the friend's election
   - ____Sorry for yourself
   - ____Determined to beat him next time

   Other: _____

5. Do you like to speak in public or before groups?____ Why or why not?

When you have to make a decision, what do you do?
- ____Seek the advice of others first
- ____Change your mind several times
- ____Make up your own mind about what to do
- ____Other: _____

7. Has anyone ever said that you don't cooperate with the group very well? _____
   Explain the circumstances. _____

8. **In social situations:**

1. Which types of people do you have trouble talking to?
   - ____Someone you just met
   - ____Older people
   - ____Your classmates
   - ____Your teachers
   - ____Someone of the other sex
   - ____An important person
   - ____Someone of your sex
   - ____Strangers
   - ____Others: _____

2. When you lose a game, what do you do?
   - ____Cry or otherwise show your disappointment
   - ____Blame the official
   - ____Other: _____
   - ____Congratulate the winner

3. If you win a game, what do you do?
   - ____Brag about your performance
   - ____Console the loser
   - ____Tease the loser
   - ____Other: _____

4. Do you feel it is essential to have plenty of money to have a good time? _____
   Explain your answer. _____

5. What types of people do you have difficulty getting along with?
   - ____Bossy
   - ____Successful
   - ____Silly
   - ____Talkative
   - ____Intellectual
   - ____Sarcastic
   - ____Quiet
   - ____Party-minded
   - ____Other: _____

6. Do you know how to introduce people properly? _____
7. Do you think it is very important to be a good mixer? _____
   Why or why not? _____

C. **With your friends:**

1. How many close boy friends do you have?____
2. How many close girl friends do you have?____
3. When people play a joke on you, what do you do?
   - ____Get angry
   - ____Plan to play a joke on them
   - ____Laugh with them
   - ____Other: _____

4. When you hear gossip about a friend, what do you do?
   - ____Report the gossip to someone else
   - ____Repeat the gossip to the person involved
   - ____Refuse to pass the gossip on
   - ____Other: _____

5. Do you like to argue?
   ____No ____Sometimes ____Yes

D. **Working with other people:**

1. When you have a job to do, which do you prefer to do?
   - ____Work alone
   - ____Have others working nearby
   - ____Receive help or advice from others
   - ____Do the job with someone else

2. When an activity is being planned at school or in a club, what do you usually do?
   - ____Volunteer to take charge
   - ____Hope no one asks you to help
   - ____Offer to help out
   - ____Offer ideas, but neglect to follow through

3. When someone does a better job than you, what do you do?
   ____Compliment the other person
   ____Find fault with the other person
   ____Offer excuses for your performance
   ____Try harder next time
4. If someone tries to show you how to do something, what do you do?
   ____Get annoyed
   ____Listen carefully
   ____Other: _____
5. How do you usually get along with your teachers at school?
   ____Very well ____Well ____Not very well
   ____Fairly well

1. If a friend criticized a story that you had written, **About you:** how would you react?
   ____Get angry
   ____Accept the criticism for what it's worth
   ____Criticize the friend's work
   ____Other: _____
2. Do you feel that brother or sister is favored over you at home?
   ____Yes ____Sometimes ____No
3. A girl you know refused to skip class with the rest of the group. What would you think about it?
   ____Admire the girl's courage
   ____Laugh at the girl for being so weak
   ____Condemn the girl for trying to impress the teacher
   ____Get angry because the girl wouldn't follow the crowd
4. Are you ever critical of others because their religious beliefs differ from yours? _____
   Explain your answer _____
   _____
   _____
5. How is your personal appearance?
   ____Usually neat and clean
   ____About as good as your friend
   ____Sometimes sloppy
   ____Other: _____
6. What kind of person do you think you are?
   ____Pleasant and friendly
   ____Easy to get along with
   ____Rather selfish
   ____Sometimes friendly; sometimes not
   ____Hard to get along with
   ____Other: _____

Gilles, Lambert L., *Charting Your Job Future*, Science Research Associates, 1957.

Self-awareness

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To make students aware of behavior and to explore the causes of behavior.

SPECIFIC BEHAVIORAL OBJECTIVE: The students will write a story telling about behavior be observed and include possible causes of such beavior.

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Pre-test Write a story about behavior you have noticed. Include your ideas about the possible causes of such behavior. Post-test	Consider the following when evaluating your observations: 1. Feelings of the people at the time. 2. Feelings that preceded the situation. 3. Feelings afterwards. 4. How feelings influence actions. Pre-test: 1. Define emotions. 2. Do people in different societies express their emotions in different ways? 3. Are some ways of expressing emotions more socially acceptable than others? 4. What is maturity? 5. What are some signs of maturity? Post-test: 1. Define emotions 2. How do different people express their emotions? 3. What are some of the more socially acceptable ways of expressing emotions. 4. List the seven signs of maturity.	All About You SRA 1955 Into Your Teens. Scott Foresman 1959 You are Growing Up. Scott Foresman, 195'

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Emotions

Emotions play a part in everything people do. We all feel joy, fear, anger, or elation at various times.

We react to our emotions in different ways. Internal reactions are difficult to control: heart beats faster, blood pressure rises, perspiration occurs, breathing becomes fast and shallow.

Part of growing up is learning appropriate ways of showing our emotions.

The ways people express their emotions vary in different societies.

Traditional ways of expressing emotions change from time to time within a society.

There are many cases in which it is better to express emotions in socially acceptable ways rather than to supress them.

Psychologists have indicated that people who are emotionally upset are unable to think straight or work efficiently.

Your emotions become more complex and more refined as you find new and better ways of getting along with people.

Seven Signs of Maturity

You are able to deal constructively with reality.

You are able to adapt to change.

You can handle fears, tension and anxiety.

You get more satisfaction from giving than receiving.

You are able to build satisfying relationships with other people.

You are able to control your hostile feelings and acts.

You are able to love.

No person, no matter how mature, is able to score 100% on all of these characteristics.

The important thing is to strengthen weak spots, learn from experience, and keep sight of your goals for self-fulfillment as a person. This provides satisfaction with life and the basis for real happiness.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To perform a self-appraisal in order to become aware of self and needs for improvement.

SPECIFIC BEHAVIORAL OBJECTIVE: The students will assess their own self-image by listing areas of their self-image that they would like to improve upon.

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Read "Introduction to Self-Appraisal".	I Read II Discuss following questions 1. Are you satisfied with yourself? 2. What things influence what you are? 3. What new information do you think should learn about yourself. III Hand out and have students complete "Self-Appraisal Check List" 1. Discuss following questions: Does a person's self-evaluation have anything to do with the way a person behaves? 2. Do you think people have a variety of reasons for doing the things they do? IV Next discuss some of the traits from the self-appraisal list in terms of their effects upon the individual and people around him. (continued)	"Self-Appraisal Checklist" (attached) Personality Building Blocks as a transparency. (attached) Booklets: Understanding Yourself SRA #5-841 You and Your Abilities. SRA #5-153

SUGGESTED CORRELATION FOR THIS ACTIVITY: "Sports and Adventure", Unit 2 of Adventures for Readers
"Understanding Yourself", Unit 4 of Adventures for Readers

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	IV continued - Consider some of the following questions: 1. What can you do to become more like what you would like to be? 2. Do others see you as you see yourself? 3. How do the feelings of others toward you affect how you feel about yourself? 4. Are there things you can do to improve your self-image and the image others have of you? This could be a written assignment. 5. Why is self-understanding a basis for self-improvement?	Essay: "Introduction to Self-Appraisal Self-appraisal check list Personality Building Blocks - transparen Autobiography

29

"Personality Building Blocks"

"Introduction to Self-Appraisal"

You may be wondering why you are being asked to look at yourself when you may feel that you, above all people, know the most about the person you are. We all feel that we know ourselves pretty well and that most of the time we could give the reasons for what we do and say.

Actually, however, human beings are not always easy to understand. Stop and think for a moment. Aren't there many times when you have acted a certain way or had certain feelings and you couldn't quite be sure why? You may recall times when things were going very well, yet you just became "moody", and for no apparent reason. Also, as with all of us, you have met some people you liked very much right away, others who didn't impress you at all, and in neither case could you really say why.

Most of us have moods once in a while and experience likes and dislikes for different people, activities and situations. These individual reactions are all considered "normal"; they make up your personality, which is everythink that makes you an individual, differing in certain ways from everyone else (your habits and attitudes that cause you to act the way you do). And of course, your personality is not fixed for all times; it develops through the years. Every new problem you solve, or experience you have helps form your personality.

Since your personality influences everything you do, including your relationship with the people and the world about you, it is important to take a good look at this whole YOU. By beginning to know more about yourself you can learn how you feel about others and in turn learn how others feel about you. You can get a better idea of the things that really interest you, and what you are best fitted to do--in future years in school and perhaps in the occupation that you will choose.

Most of us are a little afraid of things we do not know about, and this causes us to hesitate in making decisions or taking action. The picture you have of yourself works in the same way. As you know yourself better you will be better able to make decisions and to set your goals. Why don't you get better acquainted with YOU!

Taken from:
Choice or Chance.
Alameda County Schools, California

PERSONALITY BUILDING BLOCKS

Taken from: Choice or Chance. Alameda County Schools, California

SELF-APPRAISAL CHECK LIST

Consider the words in this list and check how often you think they describe you as you are:

	Always	Usually	Sometimes	Never
Honest				
Happy				
Friendly				
Sad				
Serious				
Self-confident				
Sensitive				
Jealous				
Popular				
Shy				
Clumsy				
Show-off				
Afraid				
Kind				
Respectful				
Modest				
Proud				
Lazy				
Neat				
Prompt				
Thrifty				
Self-controlled				
Accurate				
Dependable				
Angry				
Moody				
Considerate				
Open-minded				
Unreasonable				
Alert				
Demanding				
Industrious				
Reliable				
Courteous				
Cooperative				
A Leader				
A Follower				

Taken from: Choice or Chance - Alameda County Schools, California

AUTOBIOGRAPHY

Divide the paper into the following three points: About Myself, About My School, and About My Home and Future. Please write the paper one part at a time. Use paragraph form, as you would in any theme. *Do Not* set off different parts of your paper with A, B, C, etc.

I. About Myself

A. What kind of person I feel I am. The following traits are merely suggested and you need not feel obligated to use all or any of them to describe yourself. Use the dictionary to find their meanings. Don't simply go down the list saying "I am emotional," or "I am adaptable," etc. If you use words to describe yourself, it is always best to give reasons or examples to strengthen the statement you make. In any paper try to give examples or reasons to back up your statements.

emotional	persevering	tense	extrovert
adaptable	easy-going	individualistic	introvert
sensitive	over-confident	untidy	irritable
indecisive	practical	moody	argumentive
cheerful	serious	enthusiastic	ambivert
self-confident	verbal	frank	tactful
shy	worrier	daydreams	defensive
self-conscious	lackadaisical		

B. What undertakings give me a feeling of success?

C. What undertakings give me a feeling of failure?

D. What I consider to be the most worthwhile things in my life right now.

E. What I appreciate most in my friends.

F. If I could be like another person I would most like to be like _____. Tell why.

II. About School

A. The subjects I like best (tell why).

B. The subjects I like least (tell why).

C. What I do or don't like about school.

III. About My Home and Future

A. My family's influence on my feelings about myself.

B. My family's influence on my feelings about school.

C. What job I want to do most for my life's work (give reasons).

D. What types of work definitely do not appeal to me (give reasons).

E. My family's influence on my feelings about my future. (Possibly you and your family have not discussed this; if not, say so.)

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop an awareness of the types of traits looked for in a friend, the traits possessed by the individual, and the importance of positive traits in employment.

SPECIFIC BEHAVIORAL OBJECTIVE: After the activity is completed, 80% of the students should be able to list three positive character traits of friendship and make a written correlation between these three traits and their importance in employment situations.

SUGGESTED SUBJECT AREA English

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Pre-test Through discussion, writing, role-playing and viewing filmstrips, the students will be learning about traits, building friendships, and the importance of these in employment. Post-test	1. Introduce this activity by discussing importance of friends to the life of an individual and how friendships would be important to future employment. 2. Have students consider and write their answers to the following questions: a) How many close friends do you have? b) How many new friends have you made in the past year - people whose company you really enjoy. c) Are you always ready to make a new friend? d) How many "old friends" do you have? e) Why are you interested in your closest friends? 3. In discussion situation (class, group, panel) have students compile a list of traits that are essential to a true friend. (sincerity, loyalty keeping a secret, generosity, consideration, courtesy, and give-and-take). continued	Filmstrips with cassettes "Learning to Face Up to Mistakes" "Learning to Keep a Promise" "Learning to Trust People" Singer SVE from Learning to Live with Others Group 2 Booklets "Getting Along with Others" SRA No. 5-158 "Making and Keeping Friends" SRA No. 5-565 "What Have You Got to Offer?"

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Text materials: Adventures for Readers - Book One "The New Piano" by Charles Cooke

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	4. These same groups could then list traits that discourage friendships. As a preparation for one or more of the filmstrips, lead discussion to include one of the topics covered on films. 5. After viewing filmstrip(s), a suggested method for reinforcing the material would be to organize students into role-playing situations in which they could show the "right" and "wrong" ways to make and keep a friend. 6. After discussing above material, consider again the importance of positive friendship traits in employment: employer-employee, employee-employee relations. Pre-test 1. Name three positive character traits essential to friendship. 2. Tell how each of these traits are important in employemnt situations. Post tests 1. Name three positive character traits essential to friendship. 2. Tell how each of these three traits are important in employment situations. 3. Write a description of the negative trait in the role-playing situations illustrated and how it was solved. Add any additional methods of solving that situation that would also be effective.	

WHAT HAVE YOU GOT TO OFFER?

What kind of an employee will you make? The following are some questions you can ask yourselves in taking stock of what you have to offer.

1. Do you have a real willingness and desire to learn new skills and new ways of doing things?
2. Are you neat in your personal appearance and work habits?
3. Are you punctual?
4. Can you apply yourself to a job without being easily bored or distracted?
5. Can you adapt to new and unexpected situations easily?
6. Can you work under pressure, when necessary, without becoming nervous and upset?
7. Do you have confidence in your abilities?
8. Are you emotionally stable, capable of taking things in your stride?
9. Have you enough initiative to be able to work on your own?
10. Are your job plans in keeping with your own capacities and the opportunities employers have to offer?
11. Do you have a sense of duty and responsibility?
12. Are you reliable? Can you be depended upon to do a job satisfactorily?
13. Can you gain the friendship and respect of fellow workers?
14. Can you cooperate with fellow workers?
15. Can you cooperate with supervision and management?
16. Can you follow directions willingly and without argument because you respect authority?
17. Can you understand instructions and carry them out accurately?
18. Can you accept criticism without feeling hurt?
19. Can you work without constant supervision?
20. Do you ask questions about things you don't understand?
21. Can you complete a job once you start it?
22. Are you a pleasant person to work with?
23. Do you like people?
24. Are you friendly and congenial?

Self-Awareness
Character traits

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To give the students the opportunity to evaluate themselves by considering qualities of character that an employer is interested in.

SPECIFIC BEHAVIORAL OBJECTIVE: Each panel member will contact an employer to find out what qualities of character employers desire and each class member will evaluate himself to determine which qualities he has or must acquire.

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
This activity is part of a student's learning self-awareness as he evaluates himself as a prospective employee.	1. Several students can be assigned to present a panel discussion. 2. Each member of the panel should be assigned to talk with a person responsible for hiring a worker either as a part-time employee such as a sitter, bus boy, fry cook, janitor, clerk or a full time employee such as their parents are. 3. They should be primarily concerned with finding out what personal qualities they are concerned with when considering hiring an employee. 4. In the discussion, the various ideas and thoughts should be presented by the panel. 5. When panel's presentation is complete the class should then ask questions. 6. When the above is complete, give the students the attached check list. They can then rate themselves. (continued)	Booklets from SRA: What Employers Want #5-514 Your Personality and Your Job #5-1178 Do Your Dreams Match Your Talents #5-1177 Choosing Your Career, Chapter 5 How to Get the Job, Chapter 2

SUGGESTED CORRELATION FOR THIS ACTIVITY: "Understanding Yourself", Adventures for Readers - Unit 4

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	If they answer yes to most questions they have the makings of a good employee; if no to more than a few, these are weak spots that need improvement.	

CAREER DEVELOPMENT ACTIVITIES

Lesson 1 & 2

BROAD OBJECTIVE: To acquaint students with the basic emotional needs that we all strive to fulfill in our lives.

SPECIFIC BEHAVIORAL OBJECTIVE: Students will indicate their knowledge of emotional needs by listing three of the basic emotional needs.

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL Jr. - Sr. high

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Pre-test This activity is to make students aware of the following so they may understand themselves and those around them. All people need security, love, recognition, affection and new experiences. Some emotional feelings we all experience at one time or another: enthusiasm — jealousy boredom — worry pride — fear contentment — hurt discontentment — pity Post-test	1. Hand out attached sheet for students to read. Each of the four parts could be read separately and followed by a discussion of the questions and situations following each part. This provides the basic introduction. 2. Following above introduce the concept that emotions play a part in everything we do. The following questions serve to illustrate this: What things make you happy or sad? How did you express your feelings each time? Suppose you recall an incident of the past week which made you angry. a. How did you express your anger? b. Were the ways you expressed those emotions suitable as far as others were concerned? c. Was it the most satisfying way as far as you are concerned. From this introduce concept that emotions serve a purpose. Questions: How do our emotions help us? What is the purpose of fear, anger, elation?	Attached Sheets Booklet: "Growing Up Emotionally" SRA #5-866 Adventures for Readers, Book I, 7 "The New Piano" "Out of the Heart" "Jibby Jones & the Fishing Prize" "No" Adventures for Readers, Book II, 8 "Weep No More My Lady" "My Friend Flicka" Light in the Forest, Conrad Richter Thrust "The Way Up" - William Hoffman "The Nest" - Robert Zacks

SUGGESTED CORRELATION FOR THIS ACTIVITY: Adventures for Readers, Book I and Book II

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	What is the purpose of other positive or negative emotions? 3. Have students list several ways that emotions help. Pre-Test 1. What basic emotional needs do all of us have? 2. How do our emotions affect us? 3. Do emotions ever serve a useful purpose? Post-Test 1. List the five basic emotional needs. 2. In what ways do our emotions affect us? 3. What useful purposes can our emotions serve?	

40

YOUR BASIC FEELINGS OR EMOTIONAL NEEDS

We have just seen how the conflict between your basic drives and what is expected of you has affected your personality growth. Now we're going to discuss another important factor.

Everyone needs security, recognition, love and affection, and new experiences. These are called emotional needs. How these needs of yours were met from the day you were born has helped shape your personality.

I. YOU NEED TO FEEL SECURE

Feelings start early. Even before you were born you felt. The feelings were good ones: warmth, comfort, complete security.

At birth, everything changed. You came into a new and threatening world. There were noises, lights, changes in temperature. As if this weren't enough, you had strange new feelings inside yourself. You were hungry. You had to breathe.

In the beginning, your feelings of physical discomfort were easily satisfied. If you were fed when you were hungry, kept warm when you were cold, and given room to kick, you were happy.

The sudden change from complete comfort and security to an alarming world probably frightened you. You wanted to be reassured that all was well. If you weren't reassured, you became tense or had new feelings of anger and defeat.

Your personality was beginning to take shape. If your parents were wise and understanding, they answered these earliest demands by giving you food, comfort, and plenty of "mothering." Then you felt secure and adequate.

You liked your new world and began to develop an enthusiasm for living and for trying new things. You trusted people and situations. You felt you were loved because you were you. So you developed feelings of self-confidence and you became friendly and cooperative. You accepted minor disappointments and frustrations (situations in which you couldn't reach your goal or have what you wanted) because your experience had already taught you that you could trust the world you lived in. As you grew older, you didn't feel you had to fight against reasonable rules and regulations.

All babies, however, are not this fortunate. With the best motives in the world, many parents fail to see that their baby's needs are met. They fight against their own natural instincts to cuddle and protect their children. Or perhaps they are told that too much cuddling is somehow wrong. Some years ago, for instance, parents were told that babies need quiet and rest. Mothers were warned that picking up the baby "spoiled" him. They were told that babies thrive best under a rigid routine (and identical routine for all these little individual babies!) and that they

should be fed "by the clock".

We now know that withholding demonstrations of love or imposing strict discipline too early in life is wrong. It harms a baby's growing personality. Controls must come gradually, when the baby is ready for them. He must first feel perfectly secure in his own world before he is able to learn self-control.

When a baby's emotional needs are not satisfactorily met, he is likely to develop one of two ways of behaving. This way of behaving becomes a habit which is hard to change later in life:

1. Retreat. One way of behaving is to retreat. In other words, the child becomes timid and shy, lacks initiative and self-reliance. He seldom gets the credit he should for his abilities because he doesn't express himself.

2. Attack. Another way of behaving is to attack. The child tries to punish the people who withhold love and comfort by fighting back. He resists any kind of discipline, rebels against any rules. As he grows older, he takes out his hostile feelings by trying to punish anyone in authority.

II. YOU NEED TO BE APPRECIATED

Just as you need to feel secure, you also need recognition, appreciation and approval for what you are and what you do.

The little three-year-old who proudly presents to his mother a sheet of paper full of scribles, calling it "my letter to Aunt Mae," wants praise and approval for his efforts. If your efforts or abilities in such little ways were scoffed at or ignored as a child, you may never have gained the healthy respect for yourself that all of us need.

People who learn early that their efforts are useful and valuable find it easier later on to do worthwhile things.

Throughout life you will be trying to gain recognition. One of the difficulties in our highly complex civilization is that recognition so often comes only from achievement in material ways. And people sometimes set their goals for material success too high. Repeated failure to meet these goals brings on anxiety and discouragement.

It is better always to strengthen the talents and capabilities you have and accept the fact that there are things you can't do successfully. Concentrating on successes, not on failures, will help you to be more successful. This will bring you the recognition you need.

How do you think these people are meeting their need for recognition?

1. PETE
Pete finds schoolwork difficult and boring. In class he's a showoff. He'd rather be scolded than ignored. Some of the girls laugh at his antics. He goes from one scrape to another.

How is Pete asking for recognition?

_____

_____

Can you suggest a type of childhood training that may have caused Pete's behavior?

_____

_____

Suggest more acceptable ways to which Pete can satisfy his need for recognition.

_____

_____

2. HARRIET
Harriet worked hard on her solo part and helped the band win first place in the state contest. The whole school was proud of her and she got a great deal of satisfaction out of doing a good job.

How did Harriet's ways of achieving recognition differ from Pete's?

_____

_____

Suggest how childhood training may have influenced her behavior?

_____

_____

III. YOU NEED LOVE AND AFFECTION

Closely bound up with your need for feeling safe and secure is your need for love and affection.

If, in your infancy, your family expressed their love for you, you learned you were wanted and loved. Knowing this helps you even now to take the ups and downs that are a part of everyone's life.

This need for love is also closely bound up with the need to love others, which we'll talk more about later. Loving and being loved bring out the best in you. Marriage, family, movements for improving social conditions, religion, and all the great humanitarian causes are associated with love.

Without love, human beings undoubtedly would be cold, indifferent, machine-like creatures without feelings of sympathy, understanding, or pity.

IV. YOU NEED NEW EXPERIENCES

Part of human nature is the need for new experiences. A young child is not satisfied for very long with his play pen. He wants to explore the room, to feel the texture of the rug, to discover what happens when he tugs at the lamp cord, to taste whatever he can pop into his mouth.

When you are little you need plenty of opportunities to touch, taste, feel, hear and see an ever-enlarging world to satisfy your need for new experiences. When children are kept too confined, their personality growth is stunted. They never learn to find ways to get more enjoyment out of everyday living or to find new and creative interests. On the other hand, some children whose needs for new experiences have never been satisfied go to the other extreme. They seek conspicuous, odd ways to satisfy their need. They try <u>everything</u>, whether it's good or bad.

These examples illustrate different ways in which people try to satisfy their need for new experiences:

1. SUE
   Sue took the earliest opportunity to meet the new family next door. She had heard they had a girl about her age and that she had lived in England most of her life. Sue was eager to learn about school and dating customs in England. Do you think Sue is satisfying her need for new experiences in a healthy way? _____. Would you say that Sue's parents probably gave her a reasonable amount of freedom as a young child? _____

2. PERRY
   Perry got no thrills out of the things most children enjoyed because his parents always gave him everything often before he even wanted them. Finally, for excitement, he joined a gang that skipped school and roamed the streets. Eventually he was brought into court for driving a stolen car. Why did Perry feel this need for new thrills?

   _____

   _____

   Explain why it is a mistake for parents always to anticipate a child's wants and give him more than he needs?

   _____

   _____

Self-Awareness

CAREER DEVELOPMENT ACTIVITIES

Lesson

BROAD OBJECTIVE: To make students aware that our emotions affect others in positive and negative ways.

SPECIFIC BEHAVIORAL OBJECTIVE: Student will evaluate himself and write a paragraph explaining how his behavior affected someone else.

SUGGESTED SUBJECT AREA Any area/Lang. Arts

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
This activity lends itself to role-playing and is designed to make students aware of the affects of emotions on others. Post-test	1. Assign students to play various roles which illustrate how our emotions affect others: eg: happy smiling person bully glum sad person jealous person competitive person mother who isn't appreciated dad who isn't appreciated 2. Assign audience to look for and identify the emotions portrayed. 3. After above, ask the students to suggest ways that various behavior might affect others such as members of a class, friend, parent, brother or sister. 4. Can a person control his emotions? How? 5. Another question to pose: What is the value of expressions of emotions such as loyalty, patriotism, and sense of justice. (Continued)	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Adventures for Readers- Book one "Shooting Star" by Jay Worthington ; "Pink Angel" by Val Teal
"To Repel Boarders", Jack London; "The Big Wave", Pearl Buck

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
46	6. Can you tell the class about any situation where you have seen adults express their emotion in a childish way? What was your reaction to that person at the time. (Role play) 7. Are certain forms of emotional expression suitable for people of different age groups. Consider pre-schoolers, primary, intermediate junior high, high school, college young, older people. 8. What determines acceptable forms of emotional expressions. Are there acceptable forms? 9. Have students recall a recent event that made you very sad or happy. How did you express your feeling? Was the way you expressed this emotion according to socially accepted ways of our society. How do you know? Post Test 1. What are some of the negative ways that behavior affects us? 2. What value is there in expressing loyalty, or justice? 3. What forms of emotion behavior are acceptable from junior high students and not from older adults?	

CAREER DEVELOPMENT ACTIVITIES

Self-Awareness

Lesson 4

BROAD OBJECTIVE: To teach students to observe behavior and write about it.

SPECIFIC BEHAVIORAL OBJECTIVE: Students will write a paragraph describing an emotional experience he has had and tell how he handled it.

SUGGESTED SUBJECT AREA Any area/ Lang. Arts

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Writing activity (descriptive narrative)	1. Each student should write a paragraph describing some vivid emotional experience which he has had an how he handled it. 2. With the students' permission, some could be read to the class.	Adventures for Readers

47

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

Self-Awareness Lesson 5

BROAD OBJECTIVE: To help students learn where they can seek help with emotional feelings they don't understand.

SPECIFIC BEHAVIORAL OBJECTIVE: Students will list four people to whom they can turn for help in understanding emotional feelings.

SUGGESTED SUBJECT AREA Any

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Pre-test This activity will point out to the student where he can find help when he encounters emotional difficulties he is unable to cope with.	Class discussion: 1. Do you encounter feelings you don't understand? Introduce the concept that there are times when it is difficult to cope with such feelings and that there are people who can help. 2. Does it help to talk to someone else about your feelings and problems? 3. Introduce concept that there are people who can aid you in understanding problem feelings: friends, parents, teachers, counselors, ministers, family doctor, social workers, psychiatrist.* 4. Steps to follow when you find yourself faced with an emotional feeling difficult to understand and cope with. 5. Steps to follow if you suspect a problem:	Adventures for Readers

SUGGESTED CORRELATION FOR THIS ACTIVITY: Adventures for Readers, Book Two, "The Drummer Boy of Shiloh", by Ray Bradbury

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	a. First must face up to fact of problem and why. b. Seek help. c. Set a goal for change and try to achieve it. 6. Have students tell of an experience where talking with someone helped them understand a problem. Oral Pre-Test: 1. Who can help you when there are problems you can't cope with? 2. Why can someone else help you solve "your" problem? * This is a good time for an outside speaker.	

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To help student become aware of his abilities, aptitudes, interests and personal characteristics. To become aware of personal philosophy and how it relates to the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: To make students aware of qualities needed in striving for perfection and man's understanding of himself and the world around him.

SUGGESTED SUBJECT AREA English

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Read Jonathan Livingston Seagull by Richard Bach	Discussion (small groups at first) conformity idealism limitations of man's nature	Textbook
Discussion	Sense of freedom in relation to man.	Publicity with regard to the novel as a best-seller and as a movie. (Time magazine; Parade magazine)
Writing of Self-themes	Man's role in society.	Movie
Visual concepts from verbal concepts in text.	Interrelation with religious views.	Theme material
		Drawing material

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To help the student become aware of his abilities, aptitudes, interests and personal characteristics.

SPECIFIC BEHAVIORAL OBJECTIVE: To allow each student the opportunity to "act out" a situation.

SUGGESTED SUBJECT AREA English - Drama

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Students will role-play situations to illustrate strengths, weaknesses, and personal characteristics.	Discuss various abilities, aptitudes, interests, personal characteristics experienced in everyday life - on the job and off. Have students make up several "situations" and write them on slips of paper. Place slips of paper in a hat and have each student pick one to "act out" for rest of class. The situations may be one or two person situations. Have the rest of the students comment on the strengths and weaknesses of the portrayals.	Basic Drama Projects Fran Averett Lanner

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To enable students to state personal characteristics, abilities, interests and relate them to his goals.

SPECIFIC BEHAVIORAL OBJECTIVE: To discuss and contrast self-concepts and identify interests and abilities to gain self-knowledge.

SUGGESTED SUBJECT AREA English

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Each student will explain a goal he would like to achieve after considering all strong and weak points.	Discuss self-concepts expressed in literature. Perhaps begin by reading poems listed in resource materials. Assignment sheet. Have students complete and discuss questions listed on the following pages. Discuss grades consideration, self-picture checklist and self-appraisal interest.	"I'm Nobody", poem by Emily Dickinson "Invictus", poem by William E. Henley

SUGGESTED CORRELATION FOR THIS ACTIVITY:

ASSIGNMENT SHEET

1. One big goal that I really want to accomplish is:

2. Here is how I am going to make progress toward this goal:

3. My deadline to turn this plan into reality is:

4. Here are abilities and skills that I have that will help me achieve this goal:

5. I have detailed knowledge of the following subjects that will help me reach my goal:

6. Here are areas where I need more information, help, skills, and knowledge:

7. Here are places and people I can go to get help, to gain knowledge and information, and to master the skills I need:

8. Here is the first step I am going to take (this week):

9. My next three steps will be:

10. My deadline for completing these three steps is:

GRADES CONSIDERATION

The purpose of this check sheet is to help you think about:

What your grades tell you about yourself.
How much of your true effort your grades show.
What your grades show your strength to be.

1. The highest grades you received last were in what subject?

2. What do these grades tell you about how hard you tried in these classes?

3. In which subject did you work the hardest?

4. What do your grades tell you about your ability to memorize things?

5. How did your grades measure your study habits?

6. How did your reading skill affect your grades?

7. In which subjects do you usually get the highest grades?

8. In which subjects do you get the lowest grades?

9. In which subjects do you have the highest interest?

SELF-PICTURE CHECKLIST

Place an X in the column which best describes yourself.

	ALWAYS	USUALLY	SOMETIMES	NEVER
Honest				
Happy				
Friendly				
Sad				
Serious				
Sensitive				
Jealous				
Popular				
Shy				
Clumsy				
Show-off				
Afraid				
Kind				
Modest				
Proud				
Lazy				
Neat				
Thrifty				
Even-tempered				
Dependable				
Angry				
Moody				
Open-minded				
Unreasonable				
Demanding				

SELF-APPRAISAL INTEREST CHART

List below some of the activities which you like the best and some you like the least.

1. In school

   a. subjects I like best:

   b. subjects I like least:

2. Outside of school

3. Things I will do when I can do as I choose:

4. Some things I have never done but would like to do:

5. Some jobs I have held, either for pay or just because I like the work:

   a. things I like about these jobs:

   b. things I dislike about these jobs:

6. Hobbies:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To help the students become aware of their abilities, aptitudes, interests and personal characteristics.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will identify his own abilities, aptitudes and interests in light of a career.

SUGGESTED SUBJECT AREA English

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Readings and observations	1. Select several characters from literature and discuss manner in which characters: a. live with or without understanding of self and others. b. display peculiarities of personal life styles. c. approach personal problems. d. display personal characteristics e. attempt self-improvements. 2. Each student writes an essay showing how this exercise in identifying another's personality has helped him to identify his own ability, aptitudes, attitudes, and weaknesses. (Could also be done by class or small group discussion.) 3. Have students suggest jobs where these characteristics might be helpful.	Short stoires or novels read by class SRA Better Living series Occupational Outlook Handbook

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint students with famous people and their work in relation to their goals, values, and aspirations.

SPECIFIC BEHAVIORAL OBJECTIVE: After reading a biography and discussing goals, values, and aspirations, each student will write a comprehensive essay on the person studied which will include 75% of the points in the suggested technique column.

SUGGESTED SUBJECT AREA English

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Have students read a biography or an autobiography on a person they are interested in. Special emphasis should be placed on the work these people pursued.	1. After an introduction to biographies, students should investigate the following questions while reading the biography: A. What qualities of character did the person exhibit as he was growing up? B. Did he have goals, purposes, values, and direction in his life? C. Did his goals change? D. Did he reevaluate them from time to time? E. Did he have a specific goal in mind as he pursued his experience and training? F. What interests did he have as a young person that helped him make his vocational choice? G. What kinds of jobs had the person held prior to the one or ones that made him famous?	Biography section in library (continued)

58

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	H. Did the person seem to know himself? I. What needs did this person have that his work satisfied? J. What do you admire about this person now that you have read about him? K. Was he always happy with the choices he had made and what he had done? L. Did he ever make impulsive changes?	

CAREER DEVELOPM[illegible] ACTIVITIES

BROAD OBJECTIVE: To acquaint students with the major occupational fields. (To precede unit on "Research for an Occupation.")

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will know how to use the Occupational Outlook Handbook by selecting three careers and reporting on training required, employment outlook, and sources of additional information.

SUGGESTED SUBJECT AREA English

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Acquaint students with major job classifications accorcing to the Occupational Outlook Handbook: 1. Professional, managerial, and related occupations. 2. Clerical and related occupations. 3. Sales occupations 4. Service occupations 5. Skilled and other manual occupations. 6. Major industries and their occupations. 7. Occupations in agriculture 8. Occupations in government	This activity could be incorporated into the library unit. Discuss the Occupational Outlook Handbook with students. Read reports from brochures, occupational briefs, and books. Notebooks or collection of materials about occupations of students choice. Student interviews with workers. Guest speakers. Have each student write a theme discussing three careers which might be of interest to him using the Occupational Outlook Handbook as a guide. Have students write a term paper on selected occupations.	Speakers from occupational fields. Occupational Outlook Handbook Dictionary of Occupational Titles Government agencies Department of Labor U. S. Office of Education Career Kits

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To provide an opportunity for students to complete a research study of an occupation of their choice.

SPECIFIC BEHAVIORAL OBJECTIVE: Students will complete (1) the Research and Planning Outline form and (2) the Personal Analysis Report and state a tentative career choice.

SUGGESTED SUBJECT AREA English or Social Studies

SUGGESTED GRADE LEVEL _____

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Individual and group research of an occupation.	Introduction to unit by instructor. (Should be coordinated with guidance personnel.) Make available clusters of specific jobs; have students select which areas they are interested in. Continue studying through class discussion each area selected by students. Discuss resource material and how to use them. (Guidance personnel may be used as resource persons.) Most students should have become acquainted with resource materials in grades 7, 8, and 9. Introduce Planning outline form. (Appendix A) Complete Personal Analysis Report. (Appendix F)	Occupational Outlook Handbook Dictionary of Occupational Titles Vocational Interest sheet to be filled out by each student. Taped interviews: Career Development Laboratory Educational Progress Corporation 8538 East 41st Street Tulsa, Oklahoma 74145

SUGGESTED CORRELATION FOR THIS ACTIVITY:

BROAD OBJECTIVE: To acquaint students with outstanding people featured in biographies with emphasis on the various areas of work these people were involved in.

SPECIFIC BEHAVIORAL OBJECTIVE: After having read a biography, each student will write a comprehensive report on the biography of their choice, emphasizing specific areas of work outlined in the suggested technique column.

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Have students prepare reports, both oral and written, on a biography of a person they are interested in. In these reports the student should stress the person's field of work and how it is related to something he may want to eventually do.	1. Introduce biographies as a type of literature explaining qualities. 2. Have students select and read a biography that talks about work they are interested in. 3. Study the biographer's successes and failures in this work and why he succeeded or failed. 4. Ask students to tell why they identify with the person written about. 5. Have students tell how this type of exposure makes them more aware of the "World of Work." 6. Investigate how people studied ended up doing work they did. This lends itself to a discussion of finding a place for yourself in society and its working world.	Biographical Section in the Library - Dictionary of American Biography - Current Biography - Who's Who Filmstrip: Applying for the Job You Want #7-5-C Eye Gate

29

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To make the students aware of the various occupations related to the field of sports.

SPECIFIC BEHAVIORAL OBJECTIVE: After completing this activity 80% of the students should be able to name five people other than athletes whose jobs are essential to a sporting event and name two skills each five people must have.

SUGGESTED SUBJECT AREA English (or P.E.)

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Each student as a participant in class discussion and a group member will be made aware of occupations related to the sports field and the skills necessary for these occupations.	1. Instruct students to bring a newspaper or magazine article concerning a professional or amateur sports event. 2. Guide discussion to identify all the people involved during the actual presentation of event. (participants, writers, statisticians, ticket sellers, broadcasters, photographers, concessions officials) 3. Guide discussion to identify all people involved before and after the actual event. (managers, secretaries, coaches, equipment suppliers, manufacturers and designers.) 4. Organize into groups with each group planning the production of a different sporting event including business, advertising, participants. 5. Each group should list along with the various jobs the skills needed for that job. (math, physical, oral and written communications)	Newspapers Sports Magazines Outline (attached)

SUGGESTED CORRELATION FOR THIS ACTIVITY: Adventures for Readers, Book One, Unit 2, "Sports and Adventure"
Adventures for Readers, Book Two, "Lou Gehrig", Paul Gallico

A. Recreation

1. Professional players and boxers
2. Managers
3. Coaches — Not necessarily professional.
4. Assistants — YMCA, city programs, school programs

B. Manufacturing Sports Equipment

1. Designers
2. Labor
3. Engineer

C. Health Occupations

1. Trainers
2. Assistants
3. Physical Therapists
4. Educators (P.E.)

D. Marketing (Retail Equipment Advertising)

1. Clerks
2. Salesmen
3. Concessions

E. Media

1. Sport writer
2. Sports photographer
3. Sports broadcaster

F. Business and Office

1. Owners
2. Secretaries
3. Scorers
4. Statisticians

G. Public Service - Wildlife Recreation

1. Forest ranger
2. Park director
3. Guides
4. Game Warden
5. Concession employees
   (Park services, Civic centers, sports arena)

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint students with the process involved in the publication of a newspaper.

SPECIFIC BEHAVIORAL OBJECTIVE: To know how a newspaper is compiled, the students will publish a newspaper.

SUGGESTED SUBJECT AREA English

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Become familiar with process involved in publication of newspapers. Compile a class or school newspaper.	1. Have a guest speaker tell about news writing, circulation, opportunities in the field, printing press used, deadline, and the placement of the articles. 2. Glance through old editions of the newspaper to become familiar with the layout. 3. Use the bulletin board to acquaint students with the placement of details in an article. (upside down pyramid) 4. Use the bulletin board to acquaint students with the contents of a newspaper. 5. Tour a printing firm.	Editor of a newspaper. Old issues of newspapers. Books: Press Time, News in Print Your Career in Journalism I Work on a Newspaper The Real Book About Journalism This is a Newspaper Filmstrips: "Newspaper Advertising" sound filmstrip "The Newspaper" Film: Newspaper Story

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To make students aware of the various employment opportunities relating to the publication of a newspaper or magazine.

SPECIFIC BEHAVIORAL OBJECTIVE: The student will be able to identify a preferred occupation in the publishing industry.

SUGGESTED SUBJECT AREA: Language Arts

SUGGESTED GRADE LEVEL: Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Field trip Research	1. Students will research by checking the various occupational source books, library, Finney kit, etc., the occupations involved in the publication of a newspaper. 2. Field trip or guest speaker from publishing firm in your community. 3. Students will next list the various occupations involved and then present their findings in class discussion. 4. In preparation for publication of their school newspaper the students can indicate the areas in which they prefer to work. 5. Organize various committees and produce a class newspaper.	Finney Kit: Bookbinding Copies of magazines (Write to publishers) Library Resource Materials Biographies - Ernie Pyle

SUGGESTED CORRELATION FOR THIS ACTIVITY: May be used in conjunction with same material as those in "Printing" activity.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To enable students to recognize the various positions on a newspaper staff. (Also magazines, house organs, pamphlets)

SPECIFIC BEHAVIORAL OBJECTIVE: To gain insight into using a newspaper to gain information on vocations as well as realize number of positions available in mass media.

SUGGESTED SUBJECT AREA English

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Select an article related to vocations, if one is in the paper. It may concern training, a new industry, or a present industry. Write a brief summary of information given.	Study various sections of a newspaper: News — Advertising Features — Sports Editorials — Comics Columns — Pictures Study sources of news: Foreign — State National — Local (news beats) Discuss positions on newspaper staff such as: Editor — Photographer Reporter — Make-up Copyreader — Linotypist Proofreader — Advertising Cartoonist — Paper boy Columnist — Typist	Local newsmen (photographer, editor) Visit to local newspaper plant

SUGGESTED CORRELATION FOR THIS ACTIVITY:

News Article and Job Clues

Hotel Remodeled At Muskogee

World's Own Service

MUSKOGEE — One of Muskogee's oldest business establishments, the Severs Hotel, built in the early 1900s, is being partially remodeled. Future plans call for a complete renovation, including installation of central air conditioning on the basement, lobby and mezzanine levels.

Carpentry

Air Conditioning

Remodeling plans include a new dropped ceiling and new paint throughout the hotel which has long been a center for civic and social functions.

Painting

The exterior of the building is to be cleaned, and window sills will be repainted, manager Martin Markovich said.

Sand Blasting

Markovich added that future plans for the hotel include new wiring, water pipes, aluminum windows and replacement of furniture and drapes in the lobby.

Electrical Wiring

Plumbing

Transferring and Storing

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To inform students of characteristics of reporters and how they search out news.

SPECIFIC BEHAVIORAL OBJECTIVE: To study news sources used by reporters and kinds of news.

SUGGESTED SUBJECT AREA English

SUGGESTED GRADE LEVEL Jr. - Sr. high

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
The students will locate evidence of the reports interests within news stories.	Discuss the importance of a reporter having: an interest in people, an ability to meet people, an ability to speak and write good English, resourcefulness, responsibility, punctuality, accuracy, good judgement, confidence. Discuss news beats: city news bureau, small town correspondents, rural correspondents, press releases, Associated Press (AP), United Press International (UPI), Foreign press associations, foreign correspondents, syndicates. Discuss news beats for a school paper: school handbook, tips from teachers, students, future book, administrative offices, sponsors of activities, alert reporters. Discuss interest in news: timeliness, proximity, consequence, prominence, drama oddity, conflict, emotions, progress.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To show printing as one of the most effective means of communication and that this industry provides employment in almost every urban area.

SPECIFIC BEHAVIORAL OBJECTIVE: Students will show their knowledge of the printing industry and their dependency on this industry in their everyday life by listing six ways that printing is used in their lives.

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Read play "Inside the Kid's Head" to use as an introduction to the printing occupations. Display pictures of workers in the printing industry. Collect and display examples of printed newspapers, production wrappers, books, and stamps. List occupations and related vocabulary (attached sheet).	Discussion questions: 1. Describe various uses of printing in your lives and the jobs necessary to produce these. 2. Which job do you think was most interesting? 3. What are things about these jobs that you might like or dislike? 4. Why are promptness and reliability important in this type of work? 5. Why is it necessary for a person in these occupations to be able to work calmly and efficiently under pressure of time? 6. Why is time important to everyone who works in the printing industry? 7. Why is accuracy important? 8. How would your school work help you to proofread?	

SUGGESTED CORRELATION FOR THIS ACTIVITY: Adventures for Readers, Introduction to Literature

1. "Inside a Kid's Head"
"That Lively Man, Ben Franklin" by Jeanette Eaton

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint the students with the variety of possible careers (and related occupations) and preparation needed for each.

SPECIFIC BEHAVIORAL OBJECTIVE: Students, thru group dynamics, will exchange ideas and knowledge of occupations.

SUGGESTED SUBJECT AREA English - Speech

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
The students will brainstorm titles of occupations and then classify them according to specifications in the Techniques column. They may also do research on one or two of the divisions of career opportunities and share it with the class.	Divide class into groups of six to nine to "brainstorm" occupational titles. Appoint recorder for each group. Each group then classify occupations by: preparation needed "clusters" job characteristics Have each group do research on one or two of resulting divisions of career opportunities to give information to whole class.	Occupational Outlook Handbook Vocational Training Opportunities in North Dakota Career kits

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To make provisions for students to become better acquainted with selected careers.

SPECIFIC BEHAVIORAL OBJECTIVE: To gain insight into the world of work. Reading good literature is a source of enjoyment and a means of enlarging our experiences, extending sympathies, and deepening understanding in the world of work.

SUGGESTED SUBJECT AREA English

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Career book report Have students use discussion questions, perhaps as introduction to writing a resume.	Discuss these questions: 1. Is the book factual or fictional? 2. Can you present an idea of what it would be like for you to be doing this kind of work? 3. Where is this type of work available? 4. Is it specialized? 5. What are the educational requirements? 6. Are there any drawbacks? 7. Are there any special personality traits that are recommended? 8. What is the pay? 9. Does the book reinforce your interest?	Guidance counselor Library

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To enable students to gain more information about careers.

SPECIFIC BEHAVIORAL OBJECTIVE: To provide opportunity for students to look carefully into a career which interests him.

SUGGESTED SUBJECT AREA English

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Write a career paper	Research one specific career area. Include coverage of work conditions, wages, demand, experience required, and education. Assign a project where students must organize, choose leaders and give oral reports to teach students to work together and develop socially. Videotape if possible. Give the students an opportunity to do projects of their choice on novels or whatever is covered to enhance their abilities and give them a chance to work on their own or with others to prepare for future work. Make flats and scenes or costumes to give the student the opportunity to use manual skills.	Personal interviews Guidance personnel Library Local resource people in areas of photography, journalism or speech.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Drama Unit

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint students with the many occupations related to the field of drama and to give them a simulated experience in the production of a drama event.

SPECIFIC BEHAVIORAL OBJECTIVE: After completion of this activity 80% of the students should be able to name five fields of work related to drama and the duties and skills of each.

SUGGESTED SUBJECT AREA English

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Pre-test This is designed to be used in conjunction with a unit on drama. Students will be constructing a collage showing the various jobs involved in staging a play. They will also be involved in a simulated production of a play they have studied. Post-test	1. Contact resource person to speak about the various areas in drama. 1) After reading a play or drama unit, students can be guided toward noting all jobs involved in producing a play and should list the skills and duties required in each area. Ex. Acting, musical accompaniment, directing, lighting, costuming, set designing and construction, sound-effects, make-up, advertising, business managing ticket selling, printing and copy of programs. 2. Divide students into appropriate groups to construct collages, illustrating the different areas discussed. Ex. Acting - pictures of various emotions Costumes - dress styles. Set designs - scenes of different places At the completion of the collage they can be used as bulletin board motivation for the next step. 3. Reviewing again the skills necessary (continued)	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	for each job, the class can be divided into groups again to involve themselves in the simulation of the production of a particular play they have studied. The students can be as elaborate as time permits in making advertisements (posters, radio or t.V. Spots, newspapers) costume sketches, set sketches, sound effects - using tape recorder if available, programs actors, musical background. Pre-test - 1. Name five job areas related to the field of drama and tell of the duties and skills required of each. Post-test 1. Name five areas related to the field of drama and tell of the duties and skills required of each. 2. Tell in detail what job you held in our production and what you did to complete your job.	

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To make provisions for students to become better acquainted with selected careers.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate to the students the role of the costume designer in the theater.

SUGGESTED SUBJECT AREA English - Drama

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Read a play	Have the students read a play for a current high school production.	The Stage and the School, Webster
Design costume	Have students select one character from the play for whom they design a suitable costume. To do this they must research styles for the period.	Basic Drama Projects, Lanner
Construct costume	Each student will select practical materials and patterns and construct the costume.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To make provisions for students to become better acquainted with selected careers in the field of drama.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate to the students the roles of the lighting designer and the lighting technician in the theater.

SUGGESTED SUBJECT AREA English - Drama

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Design a light plot, a light chart, and a light cue sheet for a play currently in production at the school. The students should then use the above to place and run the lights for the play.	Introduce the students to the available instruments and lighting facilities at the school. Give students some basic information regarding the themes and practices of stage lighting.	Stage, Scenery and Lighting, Selden Sellman Basic Drama Projects, Fran A. Lanner The Stage and the School, Webster

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To make provisions for students to become better acquainted with selected careers in the theater.

SPECIFIC BEHAVIORAL OBJECTIVE: To introduce the students to the techniques of prop-making for the theater.

SUGGESTED SUBJECT AREA English - Drama

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
The student will read a play currently in production at the high school and help in the construction of props.	Discuss various methods of making props for plays. Discuss the play currently in production at the high school. Discuss importance of making a list of props needed for that play. Help students decide which method they would like to use to make each prop needed for the play. Discuss the fact that some props are borrowed or bought according to situation. It is important that the students be encouraged to use their imaginations in terms of new construction methods. Involve students in the making of props	

78

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To make provisions for students to become better acquainted with selected careers in the theater.

SPECIFIC BEHAVIORAL OBJECTIVE: To show the student the roles of the scene designer and the scene builder in the theater.

SUGGESTED SUBJECT AREA English - Drama

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Read play	The students should read the play to be produced and thoroughly discuss it.	Stage Scenery and Lighting, Seldon and Sellman
Design set	Student will design a set for one of the scenes in the play. This assignment can include a perspective sketch, a floor plan, a cardboard model, and working drawings.	The Stage and the School, Webster
Use set in play		

79

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To have the students realize the importance of attitudes, personal satisfaction, dignity of work, cooperation with co-workers, and dependability in work.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will be able to show in writing the importance of attitudes, personal satisfactions, the dignity of work, cooperation with co-workers, and dependability in work.

SUGGESTED SUBJECT AREA English Grammar

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Through composition the student will gain an understanding of attitudes, personal satisfaction, dignity of work, cooperation with co-workers, and dependability in work.	After studying the paragraph on how to incorporate paragraphs into a composition, give an assignment to write a composition using the students newly gained knowledge of composition in one of the following topics: 1. Attitudes toward work determine success or failure. 2. Your occupation will give you personal satisfaction. 3. Dignity of work. 4. The importance of cooperation with fellow workers and employers. 5. Be dependable in your job. Write the preceding topics on the board and discuss each topic. After discussion have students choose one topic for a composition.	Grammar Text Eye Gate instructional material (cassettes and filmstrips) Guidance Associates (cassettes & filmstrips) Guidance Department Employment Agency personnel

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To illustrate how people are alike and/or different.

SPECIFIC BEHAVIORAL OBJECTIVE: The students will show what they have learned about how people are alike by writing a feature article illustrating likenesses and/or differences of people interviewed.

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Students will act as reporters and interview people to find out how their interests and activities compare to their own, or differ from their own.	1. Have students act as roving reporters. 2. Each is to prepare a series of questions which they will ask the people they interview. a. things they like to do b. hobbies they are interested in c. family activities d. hopes for the future. 3. They are then to decide who they wish to interview and make arrangements with those persons for the interviews. 4. They then return to class with their notes and write a feature article in which they stress how many people share the same ideas and hopes.	Booklets from SRA: "Exploring Your Personality" "Understanding Yourself" "My Likes and Dislikes" "Rating My Interests"

SUGGESTED CORRELATION FOR THIS ACTIVITY: Adventures for Readers, Ui 7, "Other Lands"

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To gain insight into the world of work

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will gain insight into the world of work through creating his own characters and situations by writing a short story.

SUGGESTED SUBJECT AREA English Grammar

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Gaining insight into the world of work through writing a short story.	After reading and studying the short story and its writing essentials, have the students write a short story using one of the following topics as the theme of the story: 1. A newly married female realizes her husband's occupation as a school custodian has dignity. 2. A man never realizes that his poor attitude toward his work causes his repeated failure. 3. A woman discovers a great personal satisfaction through her work. 4. A man fails because he is not dependable in his personal life and at work. 5. A young college man realizes that he has been dishonest with himself in his self-evaluation.	English Grammar text SRA Guidance Series

28

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To make the student aware that, with insight, the advantages of his family life and upbringing can be more fully exploited, and that what may appear to him as disadvantages can, when realized and understood, become advantages.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will analyze the advantages and disadvantages of his home life and will transmit to the teacher orally or in writing the ways he can capitalize on the advantages and the steps to convert the disadvantages to advantages.

SUGGESTED SUBJECT AREA English

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Brainstorming Discussion Evaluation	A. To further define the effect of the parents on the student's attitudes, have students brainstorm individually and state under each topic whether it was an advantage or disadvantage. Time for evaluation should be provided between topics. 1. The attitudes of my parents towards my friends has been an Advantage disadvantage 2. The ways my parents have given me responsibility has been an Advantage disadvantage 3. The way my parents spend their money has been an Advantage disadvantage 4. The social and recreational activities of my family have been an Advantage disadvantage	The Lady or the Tiger? Frank Stockton Films: (Britannica Films) The Lady or the Tiger? The Lady or the Tiger, A Discussion of

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	5. The attitude of my parents towards honesty has been an Advantage disadvantage 6. The relationship between my parents and me has been an Advantage disadvantage 7. The relationship between my Mother and Father has been Advantage disadvantage 8. The attitude of my parents towards money has been an Advantage disadvantage 9. The attitude of my parents toward education has been an Advantage disadvantage B. After each three topics students should break into small groups so those who wish can discuss the topics as well as the advantages and disadvantages listed. C. Each student should individually choose at least one advantage from each topic and determine how he can more fully utilize it at home, in school, or at work. He should also show the benefits that have or could stem from at least one disadvantage from each topic.	

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	D. The small group should attempt to analyze and provide insight into at least one advantage or disadvantage selected by each member of the group. E. If time and interest permit, the same procedure should be repeated for topics four through nine. If not, items six and seven should be covered in the above manner. If the teacher decides to discontinue the group work, he will probably want the students to complete all items individually. F. List all conclusions that can be drawn from the discussion during this activity and a list should be compiled from each group. G. Small group conclusions should be reported to or discussed in the large group. H. Students should evaluate the worth of these activities.	

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To provide each student with a realization and understanding of the ways he has been influenced by the attitudes and outlooks of his parents, that the attitudes of the parents and the student are not necessarily right or wrong, and that it is not what an individual has but what he makes of what he has that is important.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will list and transmit to the teacher in writing or orally the qualities, traits and opinions of his parents that he accepts or rejects, and how he positively or negatively reacted to those attitudes and outlooks.

SUGGESTED SUBJECT AREA English

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Discussion and brainstorming (this activity will probably take from two to three hours.)	Have students A. Brainstorm individually on each of the following topics. Time for evaluation of each brainstormed list should be given before proceeding to the next topic. For each topic consider such things as attitudes toward money, education, social life and status, and student peers. 1. In what ways would I like to be like my mother and/or father? 2. In what ways am I like my Mother and/or Father? 3. In what ways do I not want to be like my Mother and/or Father? 4. In what ways am I not like my Mother and/or Father? 5. Considering the above lists, in what ways have my parents influenced my attitudes, ideas and goals? continued	The Outsiders S. E. Hinton Available in any bookstore "The Rocking-Horse Winner", Lawrence "Dr. Heidegger's Experiment", Hawthorne

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	B. Making reference to topic A5, the student should individually brainstorm and evaluate each of these topics. 1. Which of my attitudes and outlooks do I want to maintain? 2. Which do I want to change? 3. To what do I want to change? 4. How can I change each? C. To clarify the concept that what is right for one person is not necessarily right for another, maintain the large group and discuss the Outsiders, or any other appropriate book you and your students are familiar with. Which group is right in its attitudes toward the other group- the Greasers or the Socs? Students should conclude that both groups are right and wrong. D. Have the students break into small groups to compare and contrast the lists from topics A 1-5. Have students establish whether problems are similar or unique, or whether no conclusions can be reached. (This will help students open up to the other individuals in the group and will probably show that most problems are not unique, and that although differing in nature, have common ro Continued	

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	D. Continued You may want the small groups to share their conclusions with the large group.	
	E. In the small groups choose one "problem" from each student's lists. For each "problem" decide whether the parents are right or wrong. Right for them? Right for the student? Is there a difference? (Students will probably decide that like in The Outsiders, what is right for one person is not necessarily right for another.)	
	F. Have students individually re-evaluate topics B 1-4. (concept: It is not what we have, but what we make of what we have that counts.)	
	G. A discussion of the effects of family relations and the home environment naturally leads to a story like "The Rocking-Horse Winner" which so vividly discloses the effect parents can have on the attitudes and actions of their children. (A possible approach can be found in the short story grouping included with this unit.)	

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To help the students become aware of their personal philosophy and how it will relate to the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will give orally three values that help determine what we are and three values that help determine what we do.

SUGGESTED SUBJECT AREA English & Speech

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Discussion and self-evaluation	Panel discussion on "Meaning and Value of a Personal Philosophy of Life." Student reaction to panel discussion. The discussion should include: 1. attitude toward money 2. attitude toward work 3. attitude toward what constitutes honesty 4. attitude toward respect of property of others 5. attitude toward rights of others 6. attitude toward law enforcement 7. attitude toward the personal values of others.	Student (based on previous reading and experience) Better Living booklets, SRA

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint the students with some of the psychological and social satisfactions that may be gained from work.

SPECIFIC BEHAVIORAL OBJECTIVE: After completion of this activity the students will be able to list at least ten job satisfactions other than money.

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Have students list those satisfactions that they need most as a reward in their present lives.	1. Discuss with the students the various rewards that "work" or meaningful work can provide. 2. Hand out attached sheet for students to use as a guide for considering satisfactions that work can provide. 3. Discuss some of those not considered previously. 4. Have students use the list as a guide in self-evaluation. (As a basis of this the students may more realistically make vocational choices on the basis of their own needs.)	Attached sheet for checklist Filmstrips/cassettes from Guidance Associates: "Why Work at All" "Trouble at Work" "Liking Your Job and Your Life" Booklets from Science Research Associates: "Understanding Yourself" #5-153 "You and Your Abilities" #5-1177 "Choosing a Career" #5-156 Adventures for Readers, Book Two "George Washington Carver", Means Exploring Literature, "A Summer's Reading", Bernard Malamud Quotation: "To do nothing is the way to be nothing.", Nathaniel Howe

SUGGESTED CORRELATION FOR THIS ACTIVITY: Adventures for Readers, Book Two, "The Countess and the Impossible", Thurman "Incandescent Genius", C. B. Wall

What are some of the *psychological and social satisfactions* that may be gained from work? The following list may impress you with the need to consider such satisfactions in choosing an occupation or seeking a job:

Liking the work you do
Using your capabilities
Feeling suited to your work
Working with numbers
Working with words
Working with things
Working with your hands
Working fast
Working slowly
Doing precise work
Doing things skillfully
Doing things others can't do
Competing with others
Doing routine work
Always knowing what's next
Doing a variety of things
Encountering unexpected tasks
Being creative or original
Gaining esthetic enjoyment
Dealing with people
Influencing people
Dealing with ideas
Being challenged intellectually
Mastering an area of knowledge
Knowing why you're doing something
Seeing the product of your work
Enjoying daily accomplishment
Releasing energy through activity
Moving about at your work
Traveling as part of your work
Running occasional risks
Feeling safe from accidents
Having convenient working hours
Working in pleasant surroundings
Eating good food
Having time and energy for other activities
Doing an honest day's work
Sensing order in your life
Feeling sure of keeping your job
Feeling independent
Having responsibility
Not having responsibility
Feeling useful and needed
Getting attention
Being judged fairly
Being treated like a person
Having your work praised
Feeling proud of yourself
Being able to express your ideas
Feeling self-confident
Feeling important
Having authority over others
Telling others what to do
Being told what to do
Doing things on your own
Exercising leadership
Being promoted
Being a member of a group
Being with other people
Working by yourself
Talking to co-workers
Talking to others
Liking your co-workers
Being liked by co-workers
Feeling loyal to others
Helping other people
Doing work of value to society
Feeling part of something big
Feeling enthusiastic
Feeling morally worthy
Achieving your ambition
Making your family proud of you
Gaining prestige in your community
Becoming well known

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To have students recognize influence of women's role in world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Students will examine the changes in women's role in world of work and the subsequent effect of these changes.

SUGGESTED SUBJECT AREA English

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Students will write a theme explaining their view of the woman's role in the world of work. This theme will be used for further discussion of the topic.	Assign theme on general topic to prompt thinking and feelings of students. Discuss from these ideas such topics as: Work formerly considered women's. Reasons for change in attitude of women toward work outside home Success of women in job and career areas Problems resulting from women's entering trade and professional areas: competition with men for employment influence on family Possibly equal rights and Womens' Lib as they influence world of work May conclude with expression (oral or written) of changed attitudes as a result of the discussion.	Data from Womens' Bureau, Department of Labor, Washington, DC Current magazines "Careers for Women in Uniform" and such brochures

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Problem-Solving

CAREER DEVELOPMENT ACTIVITIES

Lesson 1

BROAD OBJECTIVE: To acquaint students with problem-solving techniques.

SPECIFIC BEHAVIORAL OBJECTIVE: Eighty percent of the students will be able to list the six steps to follow in logical problem-solving.

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Pre-test This activity is to acquaint students with problem-solving techniques and focus on a problem of their own and the steps involved in its solution. Critical thinking is the ability to solve problems by using logical methods. This ability helps a person to adjust to new situations in his daily living and can aid him in making wise occupational choices in the future. Post-test	1. Pre-test questions may be used at end of previous unit test. 2. In an introductory discussion talk about problems and the fact that all people have problems at one time or another in their lives that present difficult solutions. Make them aware that these problems can be solved more readily if logical steps are taken and followed to a solution. 3. Ditto handout, list the steps involved in problem solving. 4. Have students explore areas where they experience problems of one kind or another. 5. Catagorize these into related areas. 6. Have each student identify a problem he has. 7. Using form attached follow through the six steps to logical problem solving. 8. Be very complete in listing all the possible alternatives under each heading even if some don't seem logical at the moment.	Booklets: "How to Solve Your Problems"#5-561 "Guide to Logical Thinking" #5-807 Science Research Associates Filmstrip: What Are Your Problems? SRA Films: "Act Your Age" Coronet "Belonging to the Group" Britannica "Habit Patterns" McGraw-Hill "Problem Organizer" (attached) "Critical Thinking Guide" (attached)

SUGGESTED CORRELATION FOR THIS ACTIVITY: Adventures for Readers, Book One, "I Meet the Sheriff", Ralph Moody; "The Mountain Man", Bernice Stevens; "Sneaker Crisis", Shirley Jackson. Adventures for Readers, Book Two, "Weep No More, My Lady", Street; "Incandescent Genius", C. B. Wall. The Study of Literature, "A White Heron", Jewett.

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Vocabulary: Logical - reasonable Critical thinking - the use of the step-by-step process to reach a logical conclusion or answer. Problem-solving - the technique used to determine the answer to a question. Assets - good qualities and abilities. Obstacle - something that stands in the way. Solution - the answer to a question or problem.	Pre-Test 1. What is critical thinking? 2. What is problem-solving? 3. Why is problem-solving ability important in making wise decisions? Post-Test 1. What is the meaning of the word "logical"? 2. List the steps to follow in logical problem-solving. 3. Identify an area in your life which presents a problem and follow the steps of logical problem-solving to show how you would solve that particular problem. 4. Identify three sources of help with problem-solving.	

1. **Problem:**
(What is it I want to do?) _____

_____

2. **Obstacles** (What difficulties seem to be in my way?)	3. **Assets** (What advantages have I to work with?)	4. **Possible Solutions** (What can I do to get what I want?)	5. **Probable Results** (If I do it, what may be the results?)

6. **The best solution(s) for me:** _____

_____

_____

As you read this chapter and learn how to apply the six-step method of problem-solving . . .

. . . tackle one of your own problems—the most troublesome one—on this blank worksheet.

CRITICAL THINKING

Critical thinking is the ability to solve problems by using logical methods. The ability helps a person to adjust to new situations in his daily living and can aid him in making wise occupational choices in later years.

Process of critical thinking:

The steps might be listed as follows:

1. Identifying and defining the central issues. State your problem clearly.
2. List the obstacles that stand in the way of your solving this problem.
3. List the assets in your favor that you have to work with in solving this problem.
4. List possible solutions. (Put them all down, even if some of them don't seem logical at the moment.)
5. Try to figure out what the results of each of these solutions would be.
6. Choose the solutions that seem best to you and put them into action.

PROBLEM IDEAS

Possible Problems:

School Related
- future

About Myself
- feelings
- getting along with others
- home and parents
- boy and girl friendships
- health

Things in General
- war
- poverty
- prejudice
- religion
- standards of right and wrong

Problem-Solving

CAREER DEVELOPMENT ACTIVITIES

Lesson 2

BROAD OBJECTIVE: To acquaint students with alternatives when problems seem too difficult to solve.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student shall list three sources where they can receive help with problem-solving.

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
After completing lesson on page 80 ask if there are problems that students feel they cannot solve and make students aware of people who can help them. Suggest: Discussion and/or reporting	Discuss where help with problem-solving can be obtained: parents brothers and sisters teachers ministers doctors friends This is a time when school counselor can visit class and discuss how he and his office can help.	"Understanding Yourself" William & Menninger SRA See resources on page Adventures for Readers, Book I Harcourt, Brace and World School Counselor Problem Causes (attached)

SUGGESTED CORRELATION FOR THIS ACTIVITY:

PROBLEM CAUSES

Difficulties

from problems within ourselves
physical or mental deficiencies
personality problems that hold us back
habits of behavior

When we aren't getting anywhere with solving problems it is time to seek help.

Some tips to follow in deciding if you need or want help:

1. If you feel troubled and can't put your finger on the problem.
2. If you try to escape the problem.
3. If you get terribly angry and upset about your problem.
4. If when you list things that stand in your way you find you are always blaming others.
5. If you can't figure out anything in your favor that will help you solve your problem.
6. If your solutions are unrealistic, or even imaginary.
7. If you are continually dissatisfied with the solutions you decide upon.
8. If you take an unusually long time in solving your problem.

Where to get help:

your family
counselor
teacher
minister
a sympathetic adult
professional
  family doctor
  psychiatrist
  clinical psychologist
  psychiatric social worker

CAREER DEVELOPMENT ACTIVITIES

Self-discipline

BROAD OBJECTIVE: To help students understand the maturation process as it affects their lives now and in future employment goals.

SPECIFIC BEHAVIORAL OBJECTIVE: As a result of this activity, 80% of the students should be able to list the five biological drives of a human being and name two ways in which self-discipline is important in school and two ways it is important in employment.

SUGGESTED SUBJECT AREA English

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Pre-test By working in groups and through writing paragraphs, the students will be made aware of personality development and the importance of it in regard to school and employment. Post-test	1. After reading introductory material discuss maturation process in characters as to how they learned responsibility. 2. Discuss how the acquiring of self-discipline is important to the individual in school and as a preparation for future employment. 3. Issue copies of "How Personality Grows." Divide class in groups to discuss the three situations as outlined in material. Each group should make a list of suggestions concerning the "out-of-balance" personality. 4. Students may write a paragraph on one of the following choices: A. Were the parents in one of the introductory stories successful or unsuccessful in their attempt to form balanced self-discipline in their children? - Why are balanced self controls so important in school and in employment? B. Describe a parent-child situation you've experienced or observed that you	Resource - "How Personality Grows" attached sheet Booklet - Exploring Your Personality SRA #5-594

SUGGESTED CORRELATION FOR THIS ACTIVITY: Adventures for Readers - Book Two, "Weep No More, My Lady", James Street; "The Apprentice", Dorothy Canfield; "Mama and the Graduation Present", Kathryn Forbes

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
100	feel wasn't conducive to the formation of balanced self-discipline. Why are balanced self-controls so important in school and in employment. C. Describe a personality behavior you've experienced or observed that you've felt was a result of lack of self-control balance. Why are balanced self-controls so important in school and in employment? Pre-test 1. Name the five biological drives of human beings. 2. Explain how a person matures in the way in which he satisfies his hunger and thirst drive. 3. Explain how self-discipline is important in school, in employment. Post-test 1. Name the five biological drives of human beings. 2. Explain how a person matures in the way in which he satisfies his hunger and thirst drive. 3. Name two ways in which self-discipline is important in school, in employment. 4. Briefly describe one way in which parental influences (no matter how well-intended) can produce un-balanced self-control.	

HOW PERSONALITY GROWS

When you think about your personality, you probably think about the person you are today. But how did you get that way? To answer that question we really have to understand how personality grows and the things that affect that growth.

Picture yourself as a new-born infant. You wanted what you wanted when you wanted it. And you let the world know. Of course, you didn't always get it immediately. It took time for your bottle to warm up or for other to get to you. In having to wait, you faced the first conflict between what you wanted and what you could get.

As a little child, you cried or fought to get your way. You felt rebellious when you didn't get what you wanted. You didn't reason, you didn't consider others, you were only concerned with your own wishes, your own basic drives.

We are all born with basic, biological drives. They are an essential part of our equipment for living. Psychologists have listed and classified many of them. Here are a few:

1. Aggression or the drive to survive
2. The sex drive
3. The hunger and thirst drive
4. The drive for physical activity
5. The drive for growth (which includes mental, emotional, spiritual, and physical growth)

These drives have to be satisfied. Even as a baby you instinctively felt this. The thing you didn't know was that your need to satisfy those drives often conflicted with the needs of others. When you were hungry in the night, you wakened and cried with no concern for you tired mother. You hadn't yet learned to think of anyone else's welfare. You didn't know that the world into which you were born was soon going to expect you to consider others and to be co-operative, honest, and loyal. But slowly your parents and others around you taught you these social standards. They taught you that you had to control and direct your desires and that you had to learn the difference between right and wrong.

Of course, the battle within you continued. There were many struggles between what you wanted to do and what you were allowed to do. Learning the habits and conduct that others expected of you wasn't easy. You probably wondered often why you had to share your toys and eat what was good for you. And you probably refused quite often to follow some of the rules set down for you by parents and teachers.

LEARNING SELF-DISCIPLINE

If you were fortunate, your parents helped you slowly gain control over your desires and drives. You learned to give up some kinds of behavior in order to get that smile of approval from Mom and Dad. And through your learning experience you slowly developed your own conscience - a kind of inner policeman that tells you what is right and what is wrong. For instance, when you were very small the only way your mother could keep you out of the candy box was to keep it out of sight or punish you. As you grew older and learned that you couldn't take a piece of candy anytime you wanted it, you depended on your won conscience, not your mother, to keep you from eating the whole box of candy. You were learning self-discipline.

At the same time you were also learning to "sublimate." According to the dictionary that means to redirect your urges from activities society doesn't approve of into activities that are more desirable. Sports of all kinds for example, give you a chance to "redirect" your aggressive urges. When you feel irritated with the world, instead of getting angry with a friend, you can try beating him on the tennis court. Sex drives that society requires

you to control and sublimate can lead to creative activities like art and music.

KEEPING THE BALANCE

All parents are eager for their children to be "good" boys and girls. But sometimes they are too eager. They issue too many "don'ts" too early and are too hard and too strict. The child never has a chance to learn self-control or to make his own choices. The control all comes from his parents.

Some parents bend too far the other way. In their eagerness to give their child love, they neglect the discipline that a child needs if he is to learn what is expected of him.

Discipline is a necessary part of living, but it must be learned gradually or the two forces of what you want to do and what others expect of you will get out of balance.

Then, either of two things may happen:

1. If your drives are too strong and uncontrolled, your behavior becomes undesirable. Your wishes probably clash with those of other people, but you always do as you please, ignoring the other fellow.
2. If your conscience (that's your inner control) is too strict, you become too hard on yourself. You worry over every fault and failure. You feel guilty about everything you do that isn't exactly right. You may be unable to live comfortably in your social world. You may withdraw from people and become unable to express yourself. You may also seek relief through continual tiredness or illness-headaches, upset stomach, or other ills. Balance between the two forces is what you want.

Few of us ever completely outgrow this struggle between the two forces of what we want to do and what is expected of us. You are probably still facing it. You may still refuse to follow certain rules that adults expect you to follow. But, for the most part, you have probably learned to want to do what others expect of you. And, in growing up, you have copied the behavior of your parents or other adults you like and trust.

When you have learned to keep a good balance between your desires and what society expects of you, you have truly grown up. The mature well-adjusted person is the one who thinks of other people's happiness and comfort, even though he may have to give up some of the things he wants to do.

In the space provided, indicate whether you think it's the kind of training that will help the child balance what he wants to do with what people expect of him. Explain your reasons.

1. Mrs Smith told Mrs. Jones: "I know Timmy's destructive when he scribbles on the living-room wall, but he's so little I just hate to say 'no' to him. He'll have it hard enough later on."

_____

_____

_____

2. Jack said to his father: "I'm so mad at Jim I'm going to sock him next time I see him." Jack's father replied: "You're getting to be a big boy now. There are other ways of settling a quarrel besides socking. Can't you talk the matter over with him? If you have so much energy, why don't you try to wear some of it off on your new punching bag?"

_____

_____

_____

3. "Good little girls are seen and not heard." Jane couldn't remember how many times her mother said that to her. When Jane was in high school, she was very quiet and took no part in school activities.

Are "out-of-balance"personalities hopeless, or do you think people can do something to achieve better balance? _____ Explain. _____

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To enable students to complete an activity by correctly following oral or written instructions or directions.

SPECIFIC BEHAVIORAL OBJECTIVE: To make students aware of importance of following directions, oral and written.

SUGGESTED SUBJECT AREA English

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Students will perform various actions according to directions created by another student.	Have one student give directions for performing some simple action. Have another student follow them. Example: brushing teeth or an exercise. Define: Directions Instructions Following directions Oral directions Hearing Listening Looking Concentrating Discuss importance of following directions.	Following Directions (attached)

104

SUGGESTED CORRELATION FOR THIS ACTIVITY:

FOLLOWING DIRECTIONS

1. Read everything before doing anything.
2. Put your name in the upper right-hand corner of your paper.
3. Circle the word "corner" in sentence two.
4. Draw five circles in the upper left-hand corner of your paper.
5. Draw a square around each circle.
6. Put an "X" in each circle.
7. Write your name under the word "Pre-test."
8. Next to the word "Pre-test" write "Yes. Yes. Yes."
9. Put a circle around each word in sentence 6.
10. Draw a triangle in the lower left-hand corner of your paper.
11. On the back of your paper multiply 5 x 20.
12. Underline the word "paper" in sentence 4.
13. Call out your name when you reach this point in the test.
14. If you think you have followed the directions up to this point, call out, "I did!"
15. On the back of your paper add 90 + 7.
16. Draw a circle around the answer to number 15.
17. Put a square around the circle in question number 15.
18. Count out loud in your normal speaking voice from one to ten.
19. Subtract 6 from 10.
20. Now that you have finished reading carefully, do only senctences number 1 and 2.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To learn reasons for safety rules on the job.

SPECIFIC BEHAVIORAL OBJECTIVE: To enable students to understand and dramatize vocational safety rules and to discuss the reasons for these safety rules.

SUGGESTED SUBJECT AREA English

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
The students will perform charades by selecting a safety rule and acting it out. Have class guess the rule and then discuss orally the reasons for this rule.	Discuss various types of vocations and list rules of safety which should be employed. Sample rules and charade suggestions are on the following page.	A physician could discuss cases in which safety rules were not followed. A fireman probably could also.

106

SUGGESTED CORRELATION FOR THIS ACTIVITY:

SAFETY RULES AND CHARADES

1. WEAR SHOP CLOTHING APPROPRIATE TO THE INSTRUCTIONAL ACTIVITY BEING PERFORMED.

   You are wearing low quarter shoes instead of boots while welding. A spark drops into your shoe.

2. CONFINE LONG HAIR BEFORE OPERATING ROTATING EQUIPMENT.

   You have shoulder length hair. You are operating some sort of rotating equipment. You have forgotten to tie your hair back and it gets caught in the machine.

3. ALWAYS WEAR SAFETY GLASSES. USE SUITABLE HELMETS AND GOGGLES FOR WELDING.

   You have just one more weld to make. You decide not to put your goggles on. A spark flies into your eye.

4. REMOVE TIES WHEN WORKING AROUND MACHINE TOOLS OR ROTATING EQUIPMENT.

   You have stuffed your tie inside your shirt front instead of removing it. You are running a sabre saw. Your tie works out and gets caught in the saw.

5. REMOVE RINGS AND OTHER JEWELRY WHEN WORKING IN THE SHOP.

   You forgot to remove your ring in the shop. You get it hung on a nail head sticking out of a board you are picking up. You try to drop the board. It twists and tears the flesh from your finger.

6. CONDUCT YOURSELF IN A MANNER CONDUCIVE TO SAFE SHOP PRACTICES.

   (Choose a classmate to help you in this charade.) You just can't resist picking up a scrap of wood and throwing it at one of your friends because you know he will duck. He doesn't.

7. USE SOAP AND WATER FREQUENTLY AS A METHOD OF PREVENTING SKIN DISEASES.

   You have been using acid in soldering. You are in a hurry and do not wash your hands. All at once you discover your skin is badly irritated.

8. KEEP ALL HARD TOOLS SHARP, CLEAN, AND IN SAFE WORKING ORDER.

   You are working on a lawn mower with a greasy wrench. Because of the grease the wrench slips off the nut and hits you in the head.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To make students aware that skillful listening is necessary for clear expression, creative human relationships and productive group work.

SPECIFIC BEHAVIORAL OBJECTIVE: The students will list the three aspects of listening: content (facts & figures), feeling (how what the speaker is talking about affects him), and for process (what the speaker is trying to accomplish by what he says).

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Echo Game (15 to 20 minutes) This activity makes students very aware that they need to improve their listening skills. The filmstrip may be used as an introductory activity. The "principles" may be handed out at end of lesson.	1. Arrange some students in any arrangement but circle is best. (the remaining students act as observers.) 2. Start a discussion on a subject of special interest to the students: current events, sports, dating, jobs (part-time) a new student craze. 3. After the discussion is under way, interrupt it and tell the group that from now own, before anyone speaks, he must first repeat what the previous speaker has said, to that persons satisfaction. Then resume the discussion. 4. After the game, hold a brief discussion on how the echoing rule affected individuals. If class was divided they may change places. This can be used in elementary with "show and tell". Another Variation: 1. Begin discussion as before. 2. This time instruct the students	Twenty Principles (attached) Filmstrip/cassette "Learning to Live With Others" Guidance Associates "Accent of Listening" Article in Todays Education, October 1968, p. 67 "Listening" "Ideas for Teaching of Listening"

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	that they may speak only if they are going to add to or comment on the last speaker's ideas. The most profit from this game is gained if an uncritical spirit prevails. Another variation of above technique: 1. Each outer-group member observes the inner-group member opposite him. Listen for what the person is trying to accomplish in the discussion and how successful he is. For example: One observer might notice that his subject tries to force his ideas on the group, a second might see that his subject tries to encourage others and a third might perceive that his subject tries to get a word in but without success. This technique can be used without observing group. After discussion time stop and consider issues like above.	
Listening for Process These things are to be observed: 1. who takes initiative 2. who talks to whom 3. whose ideas seem most influential 4. who seems to have some hidden motive for speaking and acting as he does	Fishbowl Technique: 1. Arrange some students into an inner circle surrounded by an outer circle. 2. Members of outer circle are divided into sub-groups. 3. Each group listens for different aspects of the process (see questions).	

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
This activity focuses on feeling (affects gained from listening)	4. The observers then report what they have heard and the groups discuss the observations. 5. Groups can then change places. This technique can also be used to train listening for feeling. 1. Prepare ditto sheets on which there are five circles, each with a line drawing of a face: one smiling, one frowning, one serious, one sad, and one blank. 2. Assign each outer group member to the inner group member opposite and assign him the task of listening for how that person feels. 3. After discussion give <u>each</u> student one of the ditto sheets. 4. Instruct inner group members to put a check on the face that most nearly corresponds to the way he <u>himself</u> felt during the discussion. 5. Each outer group member marks the face that most corresponds to the way the person he observed seemed to feel. 6. After marking the faces, observer and subject pair off to compare their ideas. 7. Then the entire group talks about the roll of feelings in a group discussion.	

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	This technique can also be used without observers. 1. After a discussion is started, each member of the group is assigned the task of observing the feelings of the person opposite him in the circle. 2. At the end of the discussion, each person marks two faces on the sheet - one representing his own feelings and one representing the feelings of the person opposite him. 3. The two then compare their observations. Any of the listening can be followed by a discussion of the three kinds of listening and how they affect communication. For evaluation, try this reactionnaire: 1. How much did I enjoy this activity? not at all___, a little ___, more than a little ___, very much ___ 2. How much did I learn about listening from this activity? nothing ___, a little ___, more than a little ___, very much ___. Tabulate and report results and encourage the class to discuss them.	

111

LISTENING

Is listening important?

As adults we use language in this order.
a. Listening
b. Speaking
c. Reading
d. Writing

Language is either oral or written.

"We can read faster than we can listen."

"We think at about the same rate we read."

"Listening is done at a slower rate and because of this, the two must be brought into focus."

How is information related to what is already known?
We fill in the time between listening and thinking with any related information.

There is a difference between listening and hearing. Every seventh second, the auditory nerve is inoperative and realigning because it cannot take the constant bombardment of sound.

Reading and listening is related to:
1. the act of seeing
2. perception is the mean unit of language
3. comprehension is related to the known
4. taking what we know and using it is utilization.

Twenty Principles of Listening

To listen effectively is an art. Listening well requires conscious attention to these things:

Awareness: The mind can direct itself to only one detail at any one time. Therefore, we cannot talk and listen simultaneously. We must concentrate both visual and mental attention to the other person.

Focus: Keep the mind receptive to what is being said. Try to grasp the speakers meaning and feeling. Avoid any negative aspects of the other person.

Summary: Ask-what has been said? What does this mean? Pause before responding. Think, then answer. If interrupted, stop and refocus on listening!

IDEAS FOR TEACHING OF LISTENING

Read paragraph orally and have them listen for:
1. main ideas
2. details or facts

Write notes at end.

Have students submit questions that can be asked of the class after his oral report is given.

Word of the Month Club:
Choose a word that is of interest to you (student)
Present an oral explanation and definition.
Write on the board.
Present a short test when finished.

Inventory:
What did we learn?
Summary
This is good for class end.

Games:
Numbers
In grandmother's trunk is:
I went to the store and got a pound of butter. I went to the store and got a pound of butter and a quart of milk. Continue this.
What's in a word:
give definition
then first word
then number of letters
Twenty Questions:
YES or NO answers only
Listen to recordings and listen for examples of illiteracy

To emphasize listening loss:

Have three or more students leave the room.
Read a short article to the remaining students. (Be sure the article has more facts than they can remember to emphasize listening loss.)
Have member of large group tell one of the three the story they heard.
Then that person will tell the second of the three.
Then the third will retell the story to the class.
This illustrates that we add things not heard. We say things that are wrong (twist facts).
We leave out important information.
There were primary and secondary sources of information

Discussion questions:
Why were or are certain facts remembered?
Why is there listening loss?
1. We try to remember too many facts.
2. We discard seemingly minor details.
3. We listen and hear only what we want to hear.
4. We don't hear.
5. Poor accoustics.
6. Words not understood.

HOW NOT TO TEACH LISTENING

Oral reading of stories in a class. This is okay for poetry.

Repetition of answers given to oral question.

Encourage that answers to questions be directed to members of the class. Kids become poor speakers because they give answers to teachers rather than to class.

Students become sloppy because the teacher repeats. Instead, have students repeat so the class members can hear.

Oral reports need to be followed up with questions from listeners. This also encourages more meaningful questions.

Ways to teach listening more effectively:

1. Prepare
2. Set up purpose; there must be a purpose for listening.
3. Present meaningfully.
4. Followup.

Twenty Principles

- Most people listen but few hear.
- Inability—or unwillingness—to listen is the major cause of poor communications.
- Poor listening means poor concentration. Which means a large ego.
- A major index of emotional maturity is the ability to listen.
- Pretend you have no voice. Not only will you interrupt less, you will hear far better.
- Observe the good listener: even his physical posture shows concentration.
- If it's worth saying, it's worth listening.
- Notice how often a poor memory goes with a poor listener.
- Speak with enthusiasm but listen with calmness.
- A top professional at anything is a master listener.
- For one full day, speak as little as possible.
- If you must speak, ask questions.
- An interruptor is usually guarding a closed mind.
- Poor listeners: shuffle papers, look away, change the subject.
- Good listeners: stop the phone, look you in the eye, give you all the time you need.
- A great control for social or business tension is the practice of the art of listening.
- Disastrous decisions have been made by key people because they "tuned in" on the other person's appearance or personality instead of on what that person was really saying.
- To listen with art, practice a listening attitude, a listening posture, and concentration.
- There is no such thing as an unpopular listener.
- To succeed, one must understand. To understand, one must hear. To hear, one must listen!

©1966 PDC 210 North Second St., Minneapolis, Minn. 55401

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To provide students with the necessary information for writing a letter of application.

SPECIFIC BEHAVIORAL OBJECTIVE: All students will know how to write a letter of application for a job.

SUGGESTED SUBJECT AREA English Grammar

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Letter writing Personal Data Sheet	Discuss characteristics of a good letter of application. * Have students choose an ad from a paper and have them write a letter of application for the job. * Have students complete a Personal Data Sheet. (See Appendix C) * Students should file this information for future reference. *These items should be returned to the students for their personal file. (Students should have a place in school to keep this file for ready reference.)	English Grammar text. Want Ad section from newspaper

116

SUGGESTED CORRELATION FOR THIS ACTIVITY:

BROAD OBJECTIVE: To provide students with the procedure for requesting recommendations

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will list the four procedures required in requesting recommendations.

SUGGESTED SUBJECT AREA English

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Learn procedures to be used for requesting recommendations.	The teacher should instruct the student to do the following: 1. Be sure to identify yourself to the person who is recommending you, especially if your name has changed. 2. Ask the person's permission to use his name. 3. Furnish the person with a stamped envelope addressed to the person and place requiring the recommendation. 4. Be sure to fill in all the information that you can on the recommendation form (your name, address, name of school, position applying for).	

117

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To provide information to students regarding employment.

SPECIFIC BEHAVIORAL OBJECTIVE: All students will complete a job application blank and list six criteria for a successful interview.

SUGGESTED SUBJECT AREA English - Speech

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Acquaint students with simulated experience in fundamentals of job application.	1. Role-playing: interview between employer and applicant. 2. Listening to resource person or taped interviews giving tips on job interviews. 3. Skits showing proper and improper methods of personal application for job (including dress and appearance). 4. Filling out sample job application.	Students Taped interviews Resource person U. S. Employment Service State and Federal and County offices Private firms and businesses.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To enable students to identify sources of finding employment.

SPECIFIC BEHAVIORAL OBJECTIVE: To make students aware of procedures to follow when visiting an employment agency and applying for employment.

SUGGESTED SUBJECT AREA English

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Write a job description for a position you would like to have. Write also an explanation of how one could go about finding such a job, and what one might have to do to get such a position.	Discuss employment agencies, public and private. Discuss rules to follow when visiting an employment agency. Discuss what to expect at such an agency: filling out applications, interviews, tests, contacting prospective employers. Discuss locating employment agency: yellow pages, classified ads; check reputation. Discuss want ads, signs in windows, unions, and placement bureaus. Teacher could also explain procedure he used to obtain his teaching position.	Guest speaker from an employment agency

119

GGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint students with various aspects of a job interview.

SPECIFIC BEHAVIORAL OBJECTIVE: After viewing the filmstrips, each students will participate in simulated interview situations acting as both interviewers and interviewees.

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Knowledge of what a job interview is, how to prepare for one, and how to react in an interview are very important parts of obtaining a job of your choice.	1. Students should plan to conduct interviews for the jobs. 2. Show filmstrips and discuss. 3. Suggest questions, techniques and approaches to the interview. 4. Point out what is expected of prospective employees during an interview. Stress: a. personal appearance b. calmness c. correctness of expression d. preparadness e. punctuality 5. Pair students off and have simulated interview situation in which each student acts as the interviewer and the interviewee.	Filmstrips: "Your Job Interview" "A Job That Goes Someplace" Guidance Associates Interview questions of employees (attached) Ideas for Role-Play (attached) "The World of Work - Getting A Job" (cassettes and workbooks) Educational Resources, Inc. 451 S. Jefferson St. Orange, NJ 07050

120

SUGGESTED CORRELATION FOR THIS ACTIVITY:

INTERVIEW QUESTIONS

Your interview may be long or short, searching or superficial, depending on the type of job you are seeking and the techniques used by the interviewer. The direct questions listed below are the sort you may be asked and are designed to evaluate your skills, background, education and work experience. At the same time, the interviewer will be asking silent questions about your willingness to work, your ability to get along with your supervisors and fellow workers, and your future worth to the company. The silent questions are listed to the right of the direct questions.

INTERVIEW QUESTIONS	SILENT QUESTIONS
Job Qualifications	
Why do you want to be a _____?	Is this person really interested in this kind of work or just shopping?
What are the duties of a _____?	Does he know about our company? products, etc.?
Why did you select our company?	Is he a job hopper?
What skills, training, or experience do you have that will help you do this job?	Has he progressed on his previous jobs?
What jobs have you held in the past?	Is he realistic in selecting the kinds of jobs he can do?
Describe your work at _____. How long?	Does he have a mature view about the world of work?
Did you receive raises? promotions?	Does he get along well with his supervisors and fellow workers?
Why did you leave?	Does he seem to have enough drive to succeed?
Did you like your work? boss? fellow workers?	Leadership potential? Will he be a valuable employee? Make money for the business?
	Does he really have the necessary skills and training?
Educational Background	
What high school did you attend? Graduate?	Has this person shown enough drive to get his diploma?
What subjects did you like? dislike?	Do his grades show a serious attitude?
What were your grades? attendance? tardiness?	Has he been on time and attended regularly?
Did you get along well with your teachers? counselors? administrators?	Does he get along well with people in authority?
What activities did you enjoy? clubs? school offices?	Does he get along well with others?
What were your difficulties in school?	Is he sociable or a loner?
	Does he have leadership potential?
	Has he succeeded despite difficulties?
	Does he have necessary educational background to learn the job? profit by inservice training?
Personal	
Do you live with your family?	Has this person accepted his home responsibilities?
Do you support or help your family financially?	Will he fit into our organization socially and emotionally?
What kind of work do your parents/spouse do	Is he mature?
How long at present address in city?	Does he get along well with others?
Do you have brothers and sisters?	Is he established in the community or a transient?
Do you get along with members of your family?	Do his activities indicate leadership potential?
Do you have working friends?	Do his hobbies indicate useful skills?
Do you have dependents?	
Do you belong to clubs, community groups?	
What do you like to do in your free time? Do you have hobbies?	
How well do you know your personal references?	
What kind of work do they do?	

INTERVIEW QUESTIONS	SILENT QUESTIONS
Health	
Are you in good physical condition?	Is he in good health?
Do you have any problems that will keep you from doing certain kinds of jobs?	Is he physically able to do the job?
Are you frequently ill?	Is there any indication of emotional problems?
Will you take a physical examination?	Will he be frequently absent?
	Does he have physical handicaps?
Financial	
Do you contribute to your family financially?	Does he have a mature attitude about finances?
Do you have personal debts? Pay bills?	Will he be likely to have financial difficulties? attachments?
How much do you expect to earn?	Is he realistic in terms of expected salary? benefits?
Future Plans	
What do you want to be ten years from now?	Is he willing and able to profit by future training?
Are you planning any future training?	Does he have realistic vocational goals? Is he pursuing them?
Are you willing to take part in our training program?	

During the interview, let the interviewer lead the way. Have the information about yourself well in mind so that you can answer his questions accurately and forthrightly.

Near the end of the interview is the best time to ask about salary, benefits, union, and required tools and clothing. To do so earlier creates the impression that your main interest is in money and not in the job itself.

The interviewer will give you a hint when he desires to end the interview. Don't prolong things after that point. It is in order to ask about future openings. Be sure to thank the interviewer for his time.

JOB CANDIDATE INTERVIEW EVALUATION SHEET

Directions:
Circle one number only for each item. (5-Excellent 4-Very Good 3-Good 2-Fair 1-Poor)

1. Prompt	5	4	3	2	1	9. Shows confidence	5	4	3	2	1
2. Well groomed	5	4	3	2	1	10. Frankness	5	4	3	2	1
3. Suitable dress	5	4	3	2	1	11. Good diction	5	4	3	2	1
4. Maintains good posture	5	4	3	2	1	12. Good grammar	5	4	3	2	1
5. Polite	5	4	3	2	1	13. Cooperative	5	4	3	2	1
6. Well mannered	5	4	3	2	1	14. Enthusiastic	5	4	3	2	1
7. Good habits	5	4	3	2	1	15. Asked questions	5	4	3	2	1
8. Well informed	5	4	3	2	1	16. Maturity	5	4	3	2	1

Newspaper Want Ads

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint students with abbreviations and terms used in a help wanted ad.

SPECIFIC BEHAVIORAL OBJECTIVE: As a result of this activity, 80% of the students should be able to identify 13 of the commonly used terms and abbreviations used in help wanted ads. They should also be able to write out the implications that at least six of these terms have upon the desirability of the job.

SUGGESTED SUBJECT AREA English

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Pre-test Students are to gain information and experience in understanding abbreviations and terms used in newspaper want ads. Post-test	1. Discuss with class reasons for using abbreviations in want ads. Issue copies of want ad to students and have them write the want ad without using the abbreviations. 2. Issue 16 point list on commonly used abbreviations. 3. After students have completed the list discuss each as to its definition and importance to the job outlook. 4. Assign quiz on want ad abbreviations as a check on information gained through discussion. Pre-test 1. Why do want ads use many abbreviations 2. What do the following abbreviations mean: trne., advc., ovtm.? Post test 1. Why do want ads use many abbreviations?	Help Wanted ads from newspapers

123

SUGGESTED CORRELATION FOR THIS ACTIVITY: Texat material - grammar abbreviations

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	2. Sixteen point test on commonly used terms. 3. What implications do the following terms have in regard to the desirability of the job: advancement overtime opportunity training interview part-time	

MATCHING

ABBREVIATIONS	TERMS
Nec.	1. Clerk
Wk.	2. Trainee
Mo.	3. Experience
Sal.	4. Hours
Exp.	5. Months
H.S.	6. Overtime
P. T.	7. Year
Clk.	8. Salary
Advc.	9. Opportunity
Dept.	10. Part time
Ovtm.	11. High School
Yr.	12. Interview
Oppty.	13. Advancement
Hrs.	14. Week
Intvw.	15. Department
Trne.	16. Necessary

Help wanted ad:

Secty. little exp. nec. H. S. grad pref. Sal. 75/wk. Oppty. for advc. Ovtm. for nite hrs. and hols. Bippy Employment Agency, 210 Clare St.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint students with types of employment tests and to become aware of skills needed by prospective employees.

SPECIFIC BEHAVIORAL OBJECTIVE: After completing the activity at least 80% of the students should be able to list three of the many skills that employment tests are testing and relate the importance of these three skills to most occupations.

SUGGESTED SUBJECT AREA English

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Pre-test Students complete the sample employment tests and discuss the skills needed to complete the answers correctly. Post-test	1. Students take employment tests. 2. Discuss the questions item by item to discover what skill the question is testing. 3. A. Discuss why these skills would be necessary for employment. B. Using the chart, as found in Schools, Subjects, and Jobs look at skills necessary for a particular kind of employment. Pre-test 1. Name three skills tested in employment tests. 2. Tell why each of these skills is important to most occupations. Post-Test 1. Name three skills tested in employment tests. 2. Tell why each of these skills is important to most occupations. 3. Recalling the chart, name one of the jobs you found interesting and list three of the skills that were said to be important to that job.	Pacific Telephone Company Employment test Employment Test School Subjects and Jobs Chart of School Subjects & Jobs Pp. 20-43

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Job expectations
role-play
drama

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint students with what will be expected in first weeks on a new job.

SPECIFIC BEHAVIORAL OBJECTIVE: The students should be able to show by example of their own behavior, the lessons the role-playing emphasized. ons

SUGGESTED SUBJECT AREA Any - Language Arts

SUGGESTED GRADE LEVEL Jr. - Sr. high

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
This information lends itself well to role-playing activity. Use warm-up activity suggestions to get students used to the idea of role-playing.	1. Hand out sheets that list tips for getting along on the job. 2. Discuss various roles involved in dramatizing the various roles; remember to remind students that they must pretend to feel like, think like, and act like another. 3. Using the sheet "Points to Consider to Assure Job Success"; assign various students to play the roles, illustrating contrasting behavior, showing good job attitudes and behavior. (The starred ones lend themselves well.) The "Steps in Role-Playing" sheet may aid teacher and students. 4. Assign audience roles. 5. Discuss dramatic action. (continued)	Booklets: Roll-Playing Methods in the Classroom Chesler & Fox S.R.A. Teacher Resource Booklets. Growing Up Socially SRA Chapters 6 & 7 What Employers Want SRA #5-514 Your Personality & Your Job. SRA 5-1178 "Points to Consider to Assure Job Success" (attached) "Steps in Role-Playing" (attached) "Appendix: Resource Material for Role-Playing" (attached)

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Drama Unit

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	6. Evaluate role-play in terms of how successful the students felt the role-play experience was. Were the purposes achieved? What areas need improvement?	

POINTS TO CONSIDER TO ASSURE JOB SUCCESS

During the first weeks you must adapt yourself to your employer and co-workers. They in turn are adjusting to you.

The highest rate of personnel turnover occurs in the first few weeks on a job, so the first impressions are especially important.

The following tips can help you succeed at your job!

*Dress appropriately. Find out the kind of clothing you are expected to wear.

*Your manner. (How you conduct yourself in the presence of your co-workers.) An office or plant is part of the adult world and childish behavior is out of place, disturbing, and unwelcome.

Your first task is to learn your new job. Learn it as rapidly and as thoroughly as possible.

*Ask questions if you are in doubt about what is expected of you.

Show initiative and interest and appreciation for the help you receive.

Get as much information about your job as you can by using libraries, trade publications, your company magazine.

Learn to know your employer's company and how your work ties in with the total picture.

Cultivate good habits:

Be on time.
Be pleasant to be around.
*Be systematic in your work.
Be at work.
*Be accurate and neat.
Be conscientious
*Follow rules and regulations.

*Work well with others:

How well you get along with your co-workers can mean the difference between satisfaction and dissatisfaction with your job.

*Don't expect the group to adjust to you. They got along fine before you arrived, and it's up to you to win their friendship and respect.

Getting along with the boss.

Your performance and progress on the job depend on how he sees you.

Your good habits will impress him.

The conscientiousness and punctuality will impress him.

*Show him respect but avoid false humility and apple polishing.

Try to see his side and understand his position.

*Learn to be a good listener.

Look for ways of improving your job, but don't be too quick to suggest changes. Make your suggestions diplomatically.

If you wish to progress you must be prepared to do your job better than anyone else, by developing greater skill and understandin

STEPS IN ROLE-PLAYING

Preparation and Selection:

1. Select the problem
2. Discuss aspects of performance and expression.
3. Explain exact role each actor will play.
4. Explain role the audience is to play.

Audience Roles:

1. Should be looking for specific points.
2. Suggest that each of them identify with or try to experience the feelings of one or another of the actors.
3. Assign some other task that makes them responsible for observing some aspect of the action and reporting on it.

    a. General interaction
    b. Identify feeling, thoughts and actions of one or another of the major role participants.

Dramatic Action and Discussion:

1. Enough time must be allowed for the student to become thoroughly immersed in role.
2. At conclusion it is important to dissociate the actors from the role they played.
3. Students must concentrate on role played and not on actions of the persons portraying actors.

Evaluation:

The teacher and students should review the successes and failures of their role-playing experience. The purposes, procedures and effects of role-playing should be analyzed so decisions about the need for additional role-playing or reenactment of the scene can be made.

APPENDIX: RESOURCE MATERIALS FOR ROLE PLAYING

Many types of role-playing exercises are included in this Appendix.* Some are most appropriate for elementary school students, others are designed for intermediate or secondary school students. Many areas of interpersonal, intergroup, community, and academic experience are presented in these examples. They are only examples, however, and the teacher should select those best suited to the needs and abilities of his class, rephrase or modify them, or create new ones as he sees fit.

I. Warm-up Exercises

A. These exercises are basically pantomimic and require a minimum of emotional involvement and expression. They may be effective for freeing inexperienced or withdrawn students to perform in front of their peers. Where multiple endings are given, the teacher can select only those he prefers or give them in succession to one or to different students.

1. Pretend that you are walking: —through very deep snow. —on marbles. —through fallen leaves.
2. Pretend to eat: —an ice-cream cone. —a potato chip. —a lollipop. —a pickle. —a toasted marshmallow. — cotton candy. —a lemon.
3. With another student or in a circle of students, pretend to toss back and forth: —a baseball. — a basketball. — a chunk of ice. — a feather. — a porcupine. — a pillow. —a very hot potato.
4. Show the class what you would do if: — you had just walked five miles. — the temperature got up to 95 in the shade. — you tried to lift some barbells. —you had a blister on your heel but were late for school. —you had a cinder in your eye. —you had to carry a full pail of water without spilling any.
5. Without using any objects, show the class how you: —brush your teeth in the morning. —nail two boards together. —put on a pullover sweater.
6. Stand facing another student. When he makes a movement, pretend that you are his reflection in a mirror. Keep this up until you can do it well, then change roles. Make your moves slowly at first; don't try to trick the other person.
7. Read aloud from one of your schoolbooks, pretending that you have a mouthful: —of marbles. — of straight pins. —of peanut butter.

*Some of the exercises were taken from work done by Rosemary Lippitt on NIMH Grant OM 376.

Role-Playing Methods in the Classroom
Mark Chesler and Robert Fox
Teacher Resource Booklets
SRA p.64

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To prepare youth to cope with continuing change in world of work

SPECIFIC BEHAVIORAL OBJECTIVE: All students will list jobs new to the community and tell where to find information concerning job changes. Each student will be able to list and discuss three factors relative to job changes that would affect his adjustment.

SUGGESTED SUBJECT AREA English

SUGGESTED GRADE LEVEL Jr. - Sr. High

changes that would affect his adjustment.

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Becoming acquainted with changes in the world of work.	Have students make a survey to determine jobs new to the community within the last ten years. Panel or informal group discussion of what the survey means in relation to student's individual career preference. Have a psychologist talk with the class on importance of ability to adjust to changes in the world of work. Student discussion on the relationship between the information provided by the psychologist and the changing work scene.	Psychologist U. S. Office of Employment State Employment Office. Chamber of Commerce AFL-CIO State Office Bismarck Junior College Training Center Local Branch of AMA, ABA, NDEA and other professional organizations.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

Management and the Prospective Employee

BROAD OBJECTIVE: To acquaint students with what management wants and expects from a prospective employee.

SPECIFIC BEHAVIORAL OBJECTIVE: After completing this activity, 80% of the students should be able to name four of the nine requirements management expects possible employees to meet and four of the nine skills in which employers feel most job applicants are deficient.

SUGGESTED SUBJECT AREA English

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Pre-test Through means of a self-evaluation technique the student should become aware of management expectations and of their needs in preparation for job interviews. Could be used in preparation for job interview activity. Post-test	1. Issue copies of "What Management Wants" 2. Discuss Worksheet questions and any additional points of interest in the article. 3. Students, assuming the role of an employer, should complete the candidate evaluation form about himself. 4. Class discussion and list on board as to general ideas of preparation both personal and educational that should be considered by students now in school. Pre-Test 1. Name four of the nine requirements management expects possible employees to meet. 2. Name four of the nine skills that employers feel most job applicants are deficient in.	Paper "What Management Wants" Candidate evaluation form

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Related to any of the communication skills Introduction to Job interview activity.

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	Post-Test 1. Name four of the nine requirements management expects possible employees to meet. 2. Name four of the nine skills that employers feel most job applicants are deficient in. 3. In regard to the skills named, what can a student do to begin acquiring each of these skills?	

WHAT MANAGEMENT WANTS

"I'm sorry, Miss Jones, but we just don't have any opening for you."

You are probably still a little young to have heard this sentence or one like it directed to you, but some day in the future you may very well experience the feeling of having not been accepted for a job. The reasons why people are not hired are long and varied, but, in general, employers have some basic ideas as to what they don't want and what they want in an employee. A group of employers in California gave the following as reasons for not hiring job applicants:

1. Educational requirements could not be met. Most employers require a high school diploma as basic qualification, higher degrees of skill or training for specific types of jobs, i.e. shorthand for certain types of secretarial jobs.
2. Failure to meet minimum company test requirements. Most companies use some form or other of objective test, either single test or a battery.
3. Lack of skill or experience in jobs available.
4. Personal qualifications, i.e., attitude, appearance, personality, verbal expression.
5. Physical and/or medical reasons.
6. Poor references.
7. Security reasons.
8. Unsatisfactory scholastic and/or attendance record in school.

You can get a good idea of what employers want by studying the application forms and the interview forms they use. We will look at one or two of the forms shortly; however, first we shall look at some of the major requiremnts for a person wanting his first job in a company. Requirements seem to be:

1. Acceptable attendance record both at work and school.
2. Acceptable behavior record.
3. Acceptable past employment record.
4. Career interests.
5. Eighteen years of age.
6. High school diploma or equivalent.
7. Minimum scores on tests.
8. Personal qualifications; physical requirements.
9. Requisite skills for specific jobs.

Employers want the best employee they can get. The companies to which you will go in search of your first job tell you that there are certain things you can do that will improve your chances of being hired. Following is a list of the important preparations employers think you need:

1. People applying for secretarial or clerical work need a better understanding of grammar, spelling, simple mathematics, typing and shorthand.

2. There needs to be a better understanding of arithmetic, grammar, and spelling for everyone.

3. Students should learn how to act in a business office, how to dress, and that "good results" will be expected and required of them by their employers.

4. Students should learn how to apply for work, job interviews; should be aware of importance of personal hygiene, courtesy, and employer--employee relationship.

5. Students should be "directed toward a field or vocation which is reasonable in terms of their individual skills, aptitudes and abilities."

6. Students need to be aware of the outlook for employment in an area, the wages, and the nature of preparation that is required.

7. Students need to learn how to approach and solve problems.

8. Students need to learn how to work with others; how to get along with fellow employees and how to take instruction.

9. Students need particularly to learn about acceptable grooming and more appropriate ways to dress.

Taken from: Vocational Education, A Message from Business, California Assoc. of Secondary School Administrators, 1965, written by William N. McGowan.

CANDIDATE EVALUATION FORM

(Name) (Date) (Job applied for)

INSTRUCTIONS Prepare this form on each job candidate interviewed, evaluate and check each item. Be specific in your comments. If candidate is employed, send this form with employment papers for eventual filing in employee record folder. If candidate is not hired, retain this completed form and the application for a period of 18 months.

PERSONAL	ABOVE STANDARD	MEETS STANDARD	BELOW STANDARD	COMMENTS
1. How neatly groomed is he?	( )	( )	( )	
2. How does he carry himself?	( )	( )	( )	
3. Does he appear to be physically able to handle this work?	( )	( )	( )	
4. How sincere does he seem?	( )	( )	( )	
5. How alert does he appear?	( )	( )	( )	
6. How mature does he seem?	( )	( )	( )	
7. Does he have adequate transportation?	( )	( )	( )	
8. Does he meet minimum educational requirements?	( )	( )	( )	
SOCIAL				
1. How well does he talk?	( )	( )	( )	
2. How sociable does he seem?	( )	( )	( )	
3. Does he participate in group activities?	( )	( )	( )	
4. Any suggestion of leadership abilities?	( )	( )	( )	
5. Does he identify himself with the community?	( )	( )	( )	
6. Does family life seem happy?	( )	( )	( )	
7. Does spouse approve of this work?	( )	( )	( )	
8. Women - any child care problems?	( )	( )	( )	
9. How responsible does he seem?	( )	( )	( )	
OCCUPATIONAL				
1. Does work record suggest stability?	( )	( )	( )	
2. Is work experience related to job applied for?	( )	( )	( )	
3. Does job history indicate initiative on applicant's part?	( )	( )	( )	
4. Does he enjoy team work?	( )	( )	( )	
5. Does experience suggest habits of aggressiveness?	( )	( )	( )	
6. Does job history indicate willingness to assume responsibility?	( )	( )	( )	
7. Does he have a healthy outlook toward work?	( )	( )	( )	
8. Does job history indicate adaptability to varying job pressures?	( )	( )	( )	

( ) HIRE Date _____ ( ) CONSIDER ( ) REJECT
(Initiate employee packet) (Hold for final decision) (Retain - see above)
(File-Employment Record Folder)

ACTION TAKEN _____

Date _____ Time of interview _____ am/pm _____ Signature _____ Title

Apprenticeships

CAREER DEVELOPMENT ACTIVITY

BROAD OBJECTIVE: To acquaint students with apprenticeable occupations and the characteristics of apprenticeship.

SPECIFIC BEHAVIORAL OBJECTIVE: After completing this activity 80% of the students should be able to list four apprenticeable occupations, two characteristics of apprentice situations and two qualifications required of apprentices.

SUGGESTED SUBJECT AREA English

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Pre-test After having read introductory material and the pamphlet "What is an Apprentice?", students will discuss differences in qualifications and characteristics of apprenticeship between 1774 and now. Post-test	1. After introductory material, issue copies of "What is an Apprentice?" 2. Issue lists of apprenticeable occupations 3. Through general group discussions compare qualifications and characteristics of apprenticeship between 1774 and now. 4. Have students compile lists of qualifications and characteristics of apprenticeships. (May be good group activity.) 5. Have students list skills necessary and applicable to apprenticeable occupations. Pre-Test 1. Name four apprenticeable occupations in our world of work today. 2. What are two characteristics of apprentice situations (wages, expenses union involvement)? 3. Name two qualifications required of an apprentice.	Paper "What is an Apprentice?" List of Apprenticeable Occupations in Job Guide for Young Workers U. S. Dept. of Labor

SUGGESTED CORRELATION FOR THIS ACTIVITY: Adventures for Readers, Book One, "Johnny Tremain", Esther Forbes
"Silver City", Margaret Philips

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	Post-Test 1. Name four apprenticeable occupations in today's world of work. 2. Name two characteristics of apprentice situations and two qualifications required of an apprentice. 3. Write a short summary comparing apprenticeships now to those in our early history.	

WHAT IS AN APPRENTICE?

An apprentice is a worker who goes through a step-by-step learning program to become a journeyman, craftsman or mechanic in a recognized skilled trade which will take two or more years. The length of the training program depends upon a written agreement, although sometimes it is oral. In most skilled occupations the training program lasts from three to five years.

There is a Federal Committee on Apprentices that sets standards to assure that the apprentice will gain skills and proficiencies necessary to a craftsman. The committee requires that an apprentice be trained under a schedule of work experience on the job and in related instruction, and that he be regularly rated.

An apprentice is taught use, care, and safe handling of tools and equipment used in connection with work. Classroom work is required in subjects related to techniques of the trade. Many junior colleges offer courses for apprenticeship programs.

Characteristics of the Job

Occupations with apprenticeship programs are usually highly regarded, not only because wages are high for journeymen, but because supervisors and managers often apprentice-train.

Apprentices usually receive half the hourly wage of the journeyman* at the beginning of the training program with gradual raises until the end of the program.

If the apprentice needs handtools in the trade, he may get them on his own or funds may sometimes be advanced by the employer. In some cases the employer loans the apprentice the tools.

Most trades with apprenticeships are highly unionized.

The apprentices may be moved from one employer to another to help him gain a variety of experience in all branches of a trade.

Qualifications

High school graduation or similar qualification is generally preferred. Even where it is not required, high school education, with emphasis on courses in mathematics, gives an apprenticeship candidate an advantage in nearly all programs. Vocational courses in high school are helpful. Basic arithmetic is required for most apprenticeships. Young men between the ages of 16 and 24 are preferred.

Characterisitics of applicants

The applicant must be accurate, patient, and able to follow complex instructions; must be resourceful; usually have manual and finger dexterity.

Employment prospects

Opportunities for apprentices are limited in most fields but vary among trades and communities. Usually there are many more applicants than openings. Jobs are almost entirely for men. In one state, out of approximately six million persons in the industrial, technical, production labor force, there are only 23,000 persons in apprenticeship programs.

*Journeyman - an experienced reliable workman in any field.

Advancement Opportunities

Wage and skill advancement, generally taking place at six-month intervals, are determined by agreement within industry. When the training period is finished, the apprentice receives a certificate of completion, and he assumes a journeyman status. His advancement may then be to foreman or other supervisory and sometimes managerial positions. In many occupations that have apprenticeship programs, the worker may sometimes set up his own business and be self-employed.

Where the Job is Found

The person seeking an apprenticeship should apply to the local office of the State Employment Service. He can also apply directly to the appropriate labor union, contractor, or employer associations, local joint-apprenticeship training committees, or directly to employers.

A list of apprenticeable occupations is available in the Bureau of Apprenticeship and Training publication, Apprenticeship Training - An Investment in Manpower. For information about apprenticeships available in broad occupational areas, see the U. S. Department of Labor pamphlet, Job Guide for Young Workers.

Taken from: Chance or Choice, Alameda, Calif. County Schools.

From: Choice or Chance, Alameda, Calif, County Schools

APPRENTICESHIP TRAINING PROGRAMS

Asbestos Worker	Auto Body Fender Repair
Auto Machinist	Auto Mechanic
Auto Mechanic-heavy duty	Auto Partsman
Auto Upholsterer	Automotive Painter
Baker	Barber
Blacksmith	Boilermaker
Bricklayer	Carpenter
Carpet Layer (linoleum, soft tile)	Carpet Stitcher
Cement Mason	
Drywall	Electric Motor Repair
Glazier	Grinder-Metal Polisher
Hardwood Floor Layer	Inside Wiremen Electrician
Iron Worker-Reinforcing	Iron Worker (Stru. Steel Fab.)
Lather	Lithographer
Locksmith	Machinist, Bench
Meat Cutter-Sausage Maker	Mill Cabinet - Cabinetmaking
Millwright	Molder, Bench
Molder & Coremaker	Operating Engineer
Ornamental Iron Worker	Painter
Pattern Maker	Photo Engraver
Pipefitter	Plant Equipment Operator
Plasterer	Plastics Laminates Fab.
Plater, Electro	Plumber
Printing Pressman	Rattan Furniture Repair
Regrigeration and Air Conditioning	Rigger
Roofer	Sheetmetal Worker
Sprinkler fitter	Stationary Engineer
Steamfitter Welding	Surveyor-Chief of Party
Tilesetter	Welder, Combination

BROAD OBJECTIVE: To provide specific information to students for writing letters for information to post-secondary schools.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will know the proper format, person or office to contact, what information to ask for and be able to incorporate this information into a letter.

SUGGESTED SUBJECT AREA English Grammar

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Letter writing.	Discuss format and contents of letter and person or office to whom letter should be addressed. (See Appendix B) Each student should write a practice letter to the school of his choice. (See Appendix B) After necessary corrections are made, the letter should be placed in the students personal file. (This file could be part of the personal file in the guidance office.)	College cataloges English Grammar texts that illustrate principles of good letter writing. Appendix B

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To study the vocational value of high school subjects.

SPECIFIC BEHAVIORAL OBJECTIVE: Students will learn value of required and elective subjects for career preparation.

SUGGESTED SUBJECT AREA English

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
The students should list occupations related to specific courses of their interest and complete the excercises on the following page. The students will also write a theme on the general value of their high school courses, associations and experiences.	Discuss general value of high school diploma and what diploma represents. Include: Degree of intelligence Ability to follow instructions Health Desire to complete work Cooperation Others Also discuss values from education such as: Development of certain skills Accuracy Self-discovery Participation in activities Characteristics of poise Fairness Industry Others Discuss subjects which furnish general vocational information: geography, civics, history, English, speach.	High school handbooks Occupational Outlook Handbook Occupational briefs Exercises (attached)

144

SUGGESTED CORRELATION FOR THIS ACTIVITY:

EXERCISES

A. The following students want a particular career. What courses should they take?

	Student	Career	Courses
1.	Joe	Lawyer	
2.	Phil	Doctor	
3.	Leah	Dietician	
4.	Mary	Legal Secretary	
5.	John	Farmer	
6.	Jerry	Mechanic	
7.	Nita	Nurse	
8.	Bill	Salesman	
9.	Beth	Teacher	
10.	You	_____	

B. List fundamental skills required in any work (give at least ten).

C. Enumerate five careers which necessitate the knowledge provided by your favorite subject.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To enable students to realize importance of a good school record in relationship to acquiring work.

SPECIFIC BEHAVIORAL OBJECTIVE: To enable students to realize what an employer looks for and finds on school records.

SUGGESTED SUBJECT AREA English

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Have students list points an employer considers when looking at a school record. Identify also various attitudes that are recorded on school records.	Discuss what is on school records. Discuss what points employers are interested in such as attendance, honesty, conduct, participation in school activities, dependability, integrity, grades, part-time jobs, discipline, and subjects.	Guidance personnel Businessmen Sample sheet of school record

146

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To make students realize that high school records "count" and have importance to their future.

SPECIFIC BEHAVIORAL OBJECTIVE: Students will become familiar with recommendation sheets and the traits considered by colleges and employers.

SUGGESTED SUBJECT AREA English

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
The students will complete the form on the following page as a means of self-evaluation and also a reminder of the importance of school "records".	Open with questions, "Does my high school record make any difference, have an influence on my future?" and "What do colleges and employers expect of high school graduates?" Have class list traits important in consideration for jobs, college admission. Discuss each in relationship to present high school experiences. Have each student rate himself (confidentially) on sheet such as that attacned. Students may also be asked to give these forms to three people he wishes to have recommend him.	Recommendation sheets of various kinds from colleges, employers, and military. Personality rating sheets Resource speakers: Employment office Employers or personnel managers College admission counselor

147

SUGGESTED CORRELATION FOR THIS ACTIVITY:

PUPIL RECOMMENDATION FORM

Would you check in the appropriate places the items as they apply to the student. This information is used for college registration and recommendations to employers.

Last Name _____ First Name _____ Class _____

	Excellent	Good	Fair	Poor
Reliability				
Social Skills				
Respect for Authority				
Initiative				
Cooperation				
Willingness to Follow Instructions				
Ability to Get Along with Others				
Leadership				
Honesty				
Attendance				
GENERAL RATING				

Please Add additional specific information of benefit to employer or college admissions office:

Signed _____

Date _____ Position _____

To the Student: Please ask the person recommending you to return this directly to the Guidance Office.

Leisure

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To make students aware that changes in working conditions, principally the four-day work week will require more productive and satisfying use of leisure time.

SPECIFIC BEHAVIORAL OBJECTIVE: At the completion of this activity 80% of the students should be able to name two sources of leisure time activities for students--adults and name four occupations related to recreation.

SUGGESTED SUBJECT AREA English

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Students share their hobby ideas, research the types of leisure activities enjoyed by known adults, and become aware of occupations related to leisure time activity.	1. Assign students to prepare a demonstration speech to show their favorite leisure time activity. 2. Have students compile a list of leisure time activities enjoyed by five adults with whom they are acquainted. 3. Employ resource material and people from areas such as YMCA, park board, extra-curricular programs, and intra-mural programs. 4. As a culmination, organize panel discussions to discuss following material and/or any other material of value and interest. a. Purpose of productive and satisfying leisure time activities for students and adults. b. Sources of leisure time activities (may make two panels). c. Occupations related to leisure time activities. d. Training and qualifications required in these occupations.	YMCA Park Board Extra-Curricular personnel Intra-mural personnel Finney's Occupational Kit Occupational Outlook Handbook

SUGGESTED CORRELATION FOR THIS ACTIVITY: Adventures for Readers - Book One, Unit 2
"Sports and Adventure"
"The Uppers and Doers", Helen L. Renshaw
"Yesterday's Wishing Well", William C. Gustus

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To show students that reading good literature is a source of enjoyment and a means of enlarging our experience, extending our sympathies, and deepening our understanding which are necessary in the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Students will understand that the paradox of imaginative literature is that, though it deals with imaginary events and imaginary people, it can communicate real truth delivered living and whole to our senses, emotions, imaginations and our minds.

SUGGESTED SUBJECT AREA English

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Each student will select one f short story of his choice and tell in writing how the story gives insight into life.	After studying a short story unit, assign the students a project to select and read a short story of their choice and to write a paper telling how this short story is a means of enlarging their experiences, extending their sympathies, and deepening their understanding of people to make them more fully human.	Short stories

150

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Self-Awareness

CAREER DEVELOPMENT ACTIVITI

BROAD OBJECTIVE: To acquaint students with the needs filled by recreation and types of activities to fill these needs.

SPECIFIC BEHAVIORAL OBJECTIVE: After completion of this activity, all students should be able to correctly name three of the five needs filled by recreation and two of the seven classifications of recreation activities.

SUGGESTED SUBJECT AREA English

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Through discussions, listings and writings the students will become aware of needs filled by recreation and the types of activities to fill these needs.	1. Discuss with students the difference between recreation (constructive use of leisure time) and leisure (free time). 2. Write on board or overhead the types of needs filled by recreation. Have students suggest ways in which recreation fills these needs. 3. Have students list as many activities as they can under the various headings. Compare and add to master list. 4. To help students realize how much leisure time is available for recreation, assign a timetable to be completed for a week. 5. After a week when students have completed their timetables, students could be instructed to write an analysis of their preferred recreation as to the type of activity and the needs it tends to fill.	Booklet "Enjoying Leisure Time" SRA No.5-515

SUGGESTED CORRELATION FOR THIS ACTIVITY: Adventures for Readers - Book One, Unit 2, "Adventure and Sports", "The Uppers and Doers", Helen R. Renshaw. Adventures for Readers - Book Two, "Stopping by the Woods on a Snowy Evening", Robert Frost. Pursuits of Literature, "Leisure", William H. Davis

NEEDS FILLED BY RECREATION

A. Physical -

exercise

coordination

manual skills

strength

relief of tension of muscles

B. Social -

learning tolerance, give and take, compromise, leadership

working in groups develops trust, likes, acceptance

C. Practical -

experience

knowledge

skill

finding career interests

help make decisions

teaching resourcefulness

D. Mental and Emotional Needs -

creative drive

aggressive drive

E. Compensation -

skill in which he can excel

153

HOW I SPENT MY TIME LAST WEEK

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:00 AM							
8:00 AM							
9:00 AM							
10:00 AM							
11:00 AM							
12:00 Noon							
1:00 PM							
2:00 PM							
3:00 PM							
4:00 PM							
5:00 PM							
6:00 PM							
7:00 PM							
8:00 PM							
9:00 PM							
10:00 PM							

By faithfully charting your time for one week you can locate wasted hours . . . and then go about selecting activities that will fit in with y[illegible] schedule.

CREATIVE ACTIVITIES	COLLECTING ACTIVITIES	EDUCATIONAL ACTIVITIES
Carpentry	Antiques	Animal study
Cartooning	Autographs	Beekeeping
Ceramics	Books	Bird study
Composing	Buttons	Chemical experimentation
Cooking	China	Clock and watch repair
Dressmaking	Coins	Music study
Electrical work	Flatirons	Reading
Flower arrangement	Glass	Study of stars
Gardening	Guns	Travel
Greeting-card making	Insects	
Hat design	Ornaments	
Inventing	Paintings	
Knitting	Photographs	
Leather work	Post cards	
Metal work	Recipes	
Model plane making	Records	
Photography	Stamps	
Puppetry	Wild flowers	
Reporting		
Sculpting		
Shipbuilding		
Sketching		
Upholstering		
Weaving		
Woodworking		
Writing		

Here is a list of hobbies falling in the categories discussed in this chapter...

COMPETITIVE SPORTS AND GAMES	NON-COMPETITIVE SPORTS AND GAMES	SPECTATOR ACTIVITIES	SOCIAL GROUP WORK ACTIVITIES
Archery	Acrobatics	Ballets	Camp leadership
Backgammon	Acting	Concerts	Nursery and playground help
Badminton	Bicycling	Movies	Membership in:
Baseball	Boating	Operas	Boys Clubs of America
Basketball	Camping	Plays	Choir
Bowling	Dancing	Radio	Clubs
Boxing	Fishing	Recordings	Fraternal organizations
Bridge	Hiking	Sporting events	4-H Clubs
Charades	Horseback riding	Television	Future Farmers of America
Checkers	Hunting		Future Teachers of America
Chess	Ice skating		Girl and Boy Scouts
Fencing	Instrument playing		Girl Reserves
Football	Magic		Glee Club
Golf	Roller skating		Hi-Y
Hockey	Singing		Orchestra
Shuffleboard	Swimming		Student Council
Soccer			Y-Teens
Table tennis			
Tennis			
Track			
Wrestling			

...which you may find helpful in considering the wide range of activities available.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To become aware of the differences in social activities of people different ages and the employment opportunities which can result.

SPECIFIC BEHAVIORAL OBJECTIVE: The students will list three activities they presently pursue which car provide useful experience that will be attractive to an employer.

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL Jr. - Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
This activity is to acquaint students with the different needs for different activities by people of various age groups.	1. Discuss the kinds of activities that the people in general age groups enjoy. eg. infants, very young children, primary children, intermediate, junior high, high school, young adult, middle agers, golden agers. 2. Discuss who provides activities for these different groups - parents, friends, relatives, community. 3. From this discussion have students explore recreational facilities in their community. Use newspapers, library. 4. What kinds of activities can help bridge the change in social interests? 5. What occupations can someone who enjoys activities with various age groups pursue? 6. What qualifications do these occupations require? 7. What activities that you participate in now can help you gain experience for	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	these kinds of occupations? Pre-Test questions: 1. What kinds of activities do people of different ages enjoy? 2. Who is responsible for providing activities for these people? 3. Are there any occupations involved in the production of these activities? Post-Test Questions: 1. List several activities each age group prefers. 2. Name several places where these activities can be pursued. 3. What occupations can result from the above activities?	

156

APPENDIX A

Guideline for an Individual
Research Study of an Occupation

STUDY OF A CAREER

Research and Planning Outline Form

I. NAME OF THE CAREER OR CAREER FIELD _____

A. Is there a DOT number for this career? _____

B. Other names often used for this career? _____

_____

C. Reasons for selecting this particular career to study. _____

_____

II. HISTORY OF THE CAREER _____

_____

_____

III. PEOPLE IN THIS CAREER

A. Approximately how many people are now employed in this career field? _____

B. Briefly discuss current employment trends relating to this career.

_____

_____

C. Where are jobs related to this career most often found? Why?

_____

_____

IV. DUTIES OF THIS CAREER

A. General duties _____

_____

_____

B. Specific duties _____

_____

C. Hours of work ordinarily required _____

D. Is there anything unusual about the number of hours or nature of the work schedule which might relate to this job field? (Seasonal fluctuations, days, nights, split shifts, etc.)

_____

_____

V. QUALIFICATIONS OF WORKERS IN THIS FIELD:

A. Sex _____

B. Age _____

C. Health and physical _____

_____

D. Personality _____

E. Experience _____

_____

F. Aptitudes _____

_____

G. Education (general level and type required) _____

_____

_____

H. Other _____

_____

I. What are the most common methods of entry into this career? _____

_____

Which one would you choose? _____

Why? _____

_____

VI. EDUCATIONAL PLANNING

A. Develop a complete high school program that would be the best preparation for this career, for entry into a post-secondary school if one is necessary for this career.

B. Are post-secondary vocational-technical schools involved in the preparation for this career. Give specific examples

C. If you decide to attend a post-secondary school, what entrance requirements might you expect? What courses would you expect to take? What is the length of training? Cost of training?

D. Briefly describe any armed forces training opportunities that may relate to this career.

E. Is a college or university education required? If it is, consider the following important factors:

1. Length of college course
2. Specialized courses required for graduation or certification.
3. Approximate cost per year (on-campus or off-campus)
4. What are the scholarships, loans or grants that you could apply for to help with the cost of this training?

F. Other Training (Discuss)

1. Is this an apprenticeable program? _____

2. Company training program _____

_____

3. On-the-job training _____

_____

VII. RELATED FIELDS

A. List and briefly describe several career fields related to the one you have chosen to explore. (Refer to occupational cluster posters.)

_____

_____

_____

_____

_____

B. List other careers that could effectively utilize the training and experience. _____

_____

_____

_____

VIII. FINDING A JOB IN THIS CAREER FIELD

A. Legal requirements for entry into this field _____

_____

B. Public and/or private employment agencies that might be helpful in securing a job in this field _____

_____

_____

C. Newspaper ads (attach to separate sheet several ads pertaining to this career)

C.

D. Briefly describe the manner in which you would go about making a direct application for a first job in this field _____

_____

_____

E. List four local firms where employment in this career field could be found _____

_____

_____

F. If you were to make application for this job, whom would you use for recommendations? List three persons. (refer to appendix A; letter of application)

_____

_____

_____

G. Write a sample letter of application for this type of position on a separate sheet of paper and attach.

IX. EARNINGS

A. How much can you expect to make from this career?

1. Beginning salary? _____

2. Average salary? _____

3. Exceptional salary? _____

B. What expenses might you have to meet in following this career?

_____

_____

X. THE NATURE OF THE JOB

A. List some benefits other than salary that you would expect to gain from this career _____

_____

B. What hazards can you anticipate in this job field? _____

_____

_____

C. What organizations can you be expected to join? _____

_____

_____

D. What demands would this career place on a family? _____

_____

_____

XI. CAREER ADVANCEMENT

A. What are the chances for advancement in this field? _____

_____

B. Would advancement require additional training? Explain _____

_____

_____

_____

C. Would advancement require additional duties? Explain _____

_____

_____

D. Could advancement require moving to another location? Explain _____

_____

_____

E. Is there a need for continuing education to hold this position?

Explain _____

_____

XII. ARRANGE AN INTERVIEW with someone employed in this career field. Ask this resource person the same questions you have been exploring in this project and any additional questions you may have. Write a summary of this interview.

XIII. AFTER STUDYING THIS CAREER in depth, state why you would or would not be interested in making this your own career objective.

APPENDIX B

Personal Data Sheet

PERSONAL DATA SHEET

NAME: John Baker
ADDRESS: 319 Oak St., Bismarck, ND 58640
TELEPHONE: 255-3240
MARITAL STATUS: Single

AGE: 19
HEIGHT: 5'11"
WEIGHT: 160

EDUCATION: Elementary School: Cunningham School; graduated 1965
High School: Roosevelt High School; graduated 1969
Commercial course with general business major
Electives included business procedures and bookkeeping

PREVIOUS EMPLOYMENT: Clerk, National Insurance Co., 145 N. LaSalle St., Centerville,
June 1969 to present
Clerk, Check-Clearing Dept., State Bank,
917 Dearborn St., Centerville,
June - September 1968
Supervisor: Mr. H. C. Smith

SCHOOL ACTIVITIES: Business Club, football team, Student Council

PRESENT INTERESTS: Photography, camping, record collecting

REFERENCES: Mr. T. R. Preston
Section Manager
National Insurance Co.
145 N. LaSalle St.
Centerville, Ill. 62201
DEarborn 2-9820

Mr. L. E. Fisher
Accounting Instructor, Roosevelt High School
2034 E. Main St.
Centerville, Ill. 62201
NAtional 8-6880

Mr. P. A. Johnson
4839 South Boulevard
Centerville, Ill. 62201
ALpine 1-4906

APPENDIX C

Occupational Clusters for English

DIAGRAMS FOR EXPLORING OCCUPATIONS RELATED TO SCHOOL SUBJECTS

The diagrams on the following pages are designed to assist students who are undecided about a specific occupation, but have interest in one of the major subject areas. Each occupation has been coded according to the Dictionary of Occupational Titles for easy reference. Students who desire to obtain additional information about a certain occupation can refer to the professional file by the Dictionary of Occupational Titles code number.

The Dictionary of Occupational Titles is a United States Department of Labor publication, and consists of five points:

(1) The occupational title,

(2) the industry designation or work activity with which the occupation is identified,

(3) classification by code number,

(4) alternate titles, and

(5) a brief description of the duties of the occupation.

The D. O. T. is available from the Superintendent of Documents, U. S. Government Printing Office, Washington, D, C, 20402.

The above refers to eh D.O.T. (Dictionary of Occupational Titles) 1965 Third Edition, Volumns I & II.

Suggestion: The diagrams can be used on bulletin boards or for class discussions. (We would be interested to know how your school uses this information, particularly if the methods are different from those listed above.)

Mail Order Form to: D.O.T. ORDER FORM (All orders are prepaid)
Superintendent of Documents, Government Printing Office, Washington D. C. 20402

Enclosed find $_____ (check or money order)

Please send me _____ Volume I - Definitions of Titles - at $5.00 each

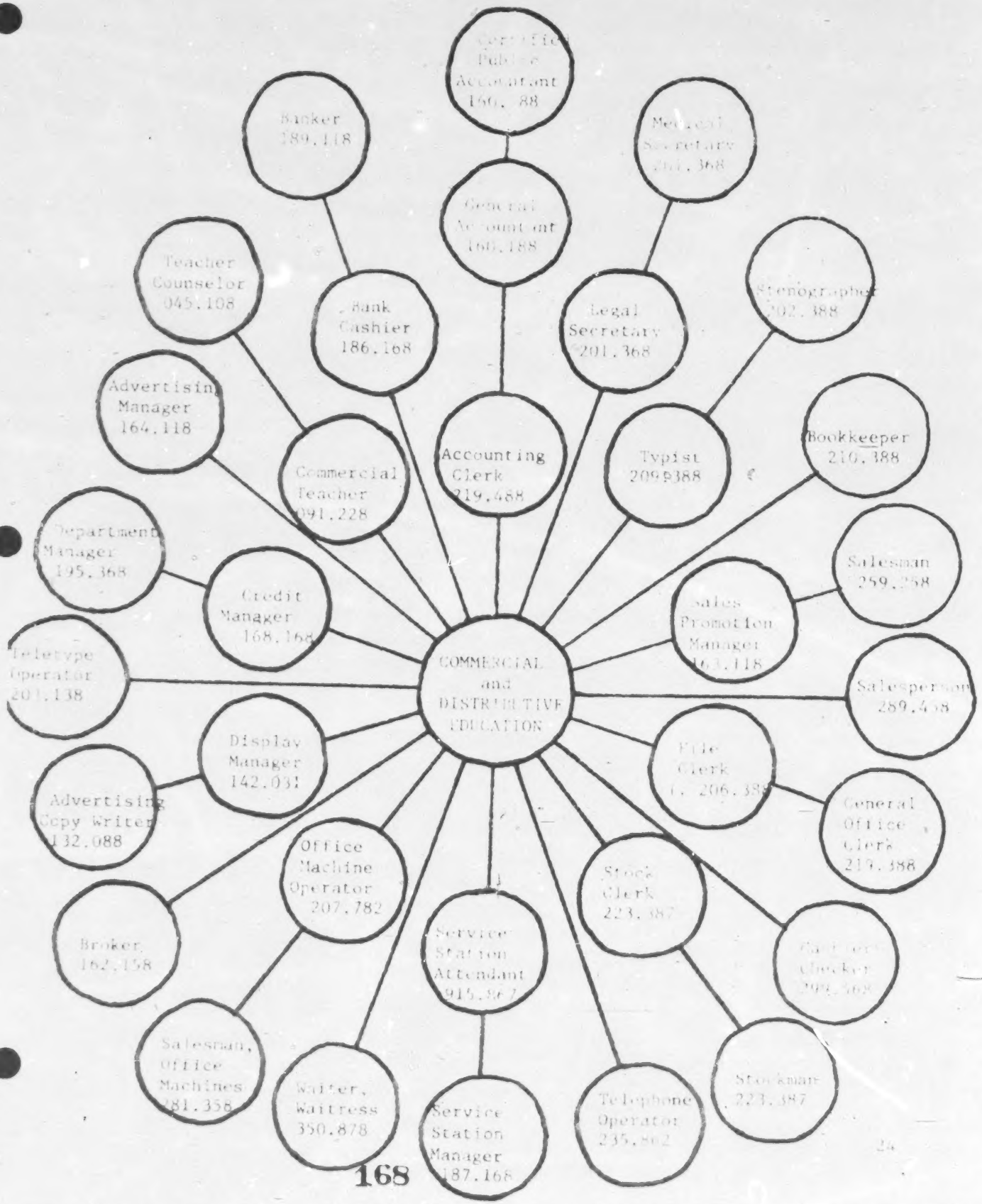
Please send me _____ Volume II - Occupational Classification - at $4.25 each

Name _____ School _____

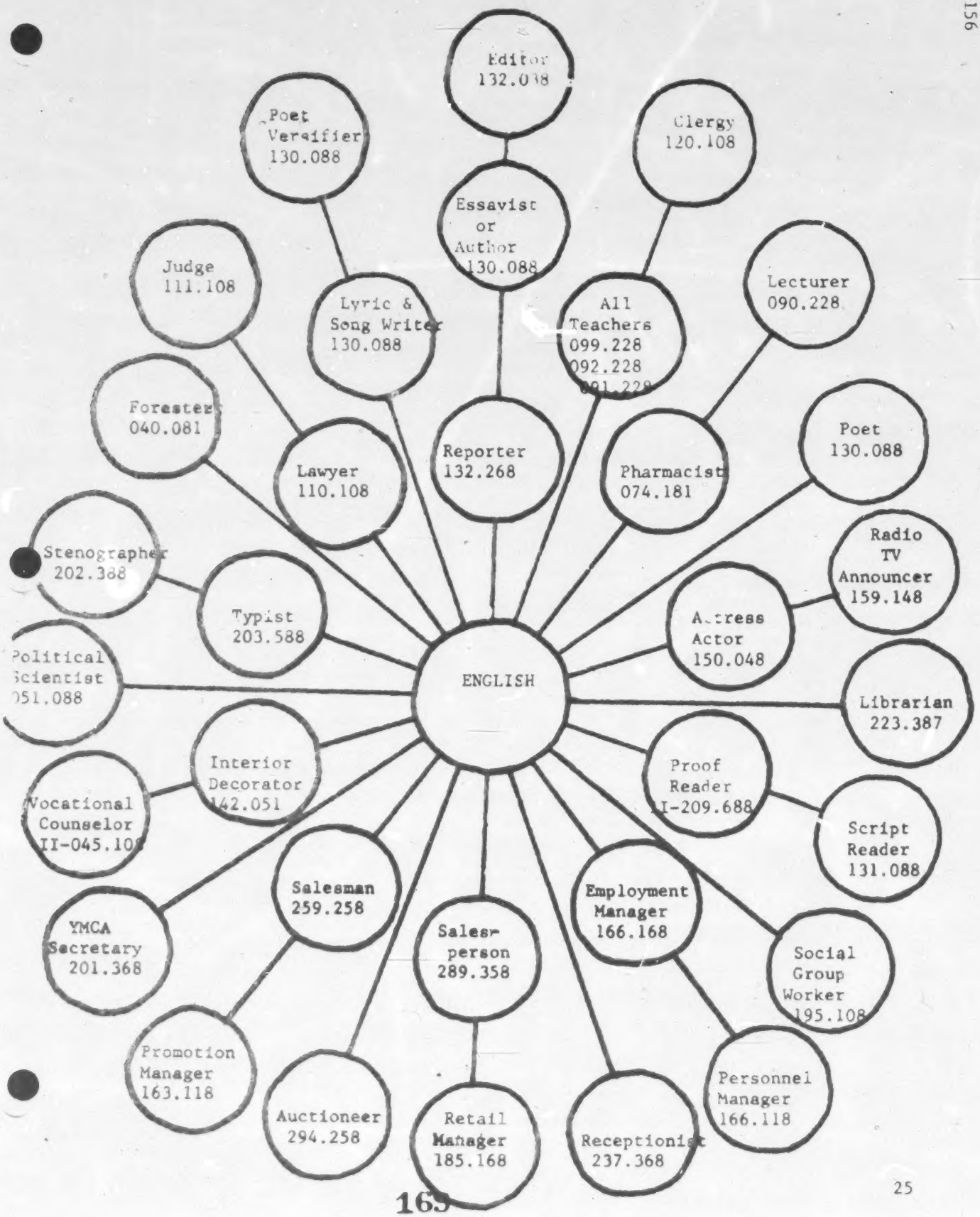
Street Address _____

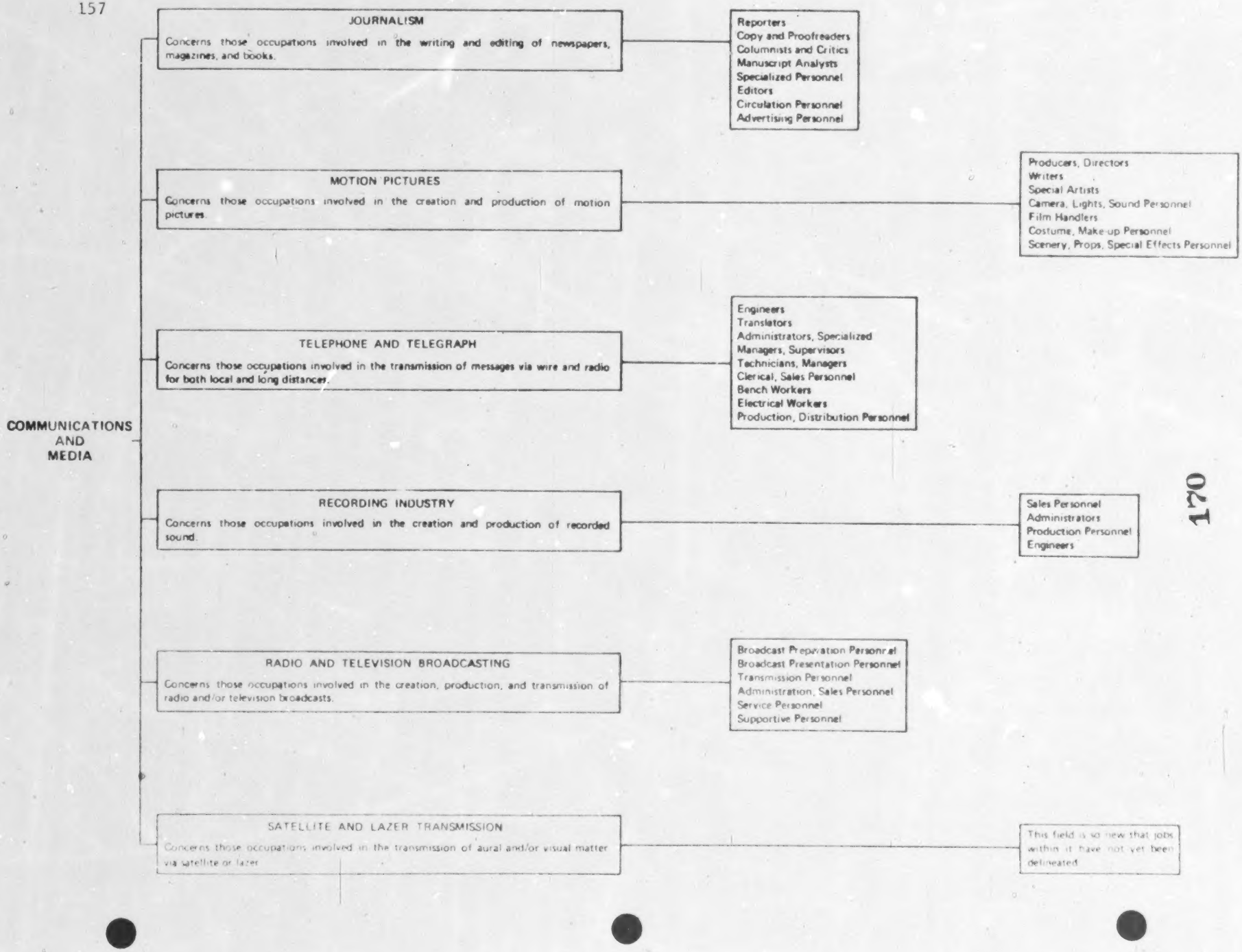
City, State and ZIP Code _____

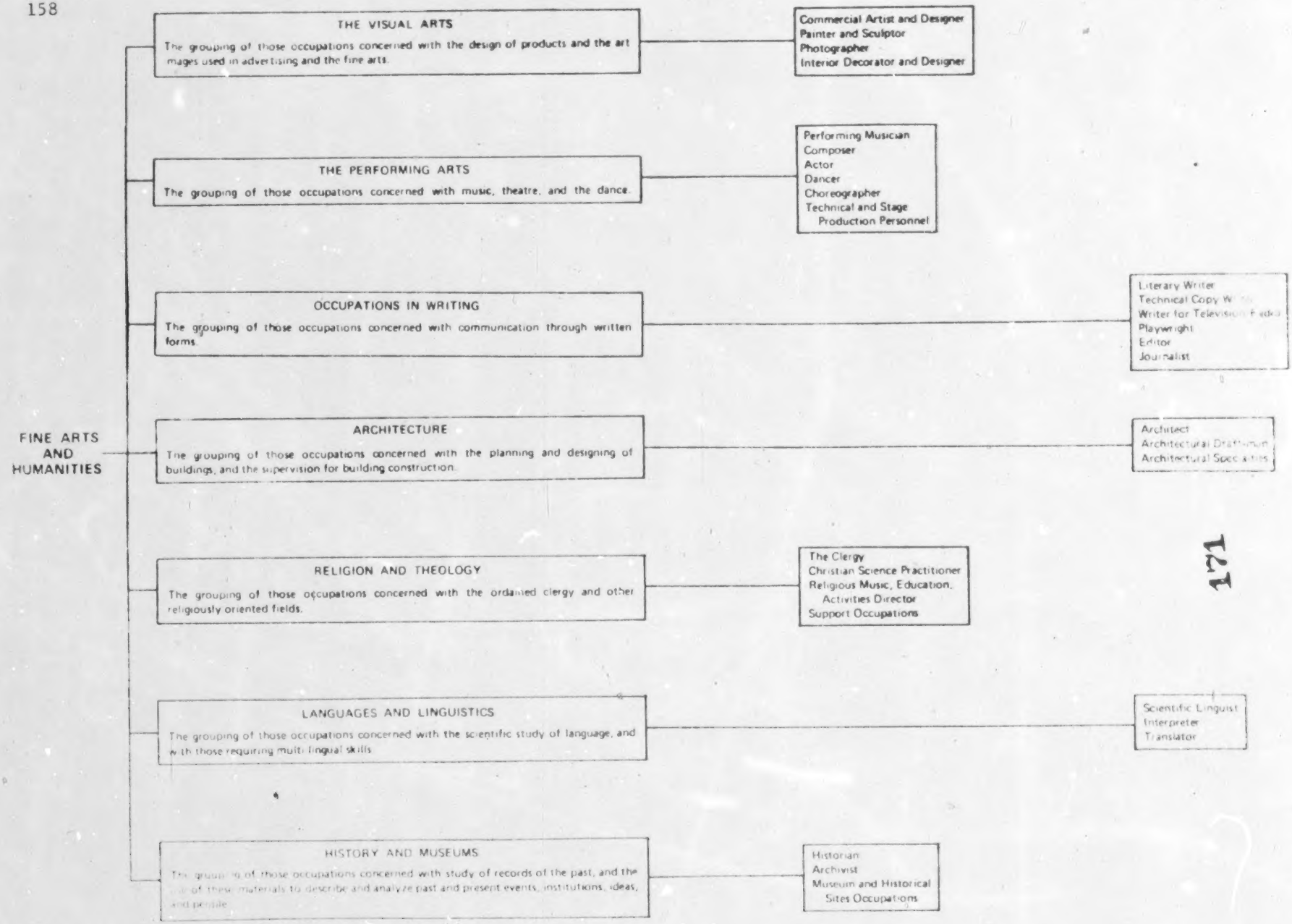
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN
BUSINESS TRAINING AND DISTRIBUTIVE EDUCATION

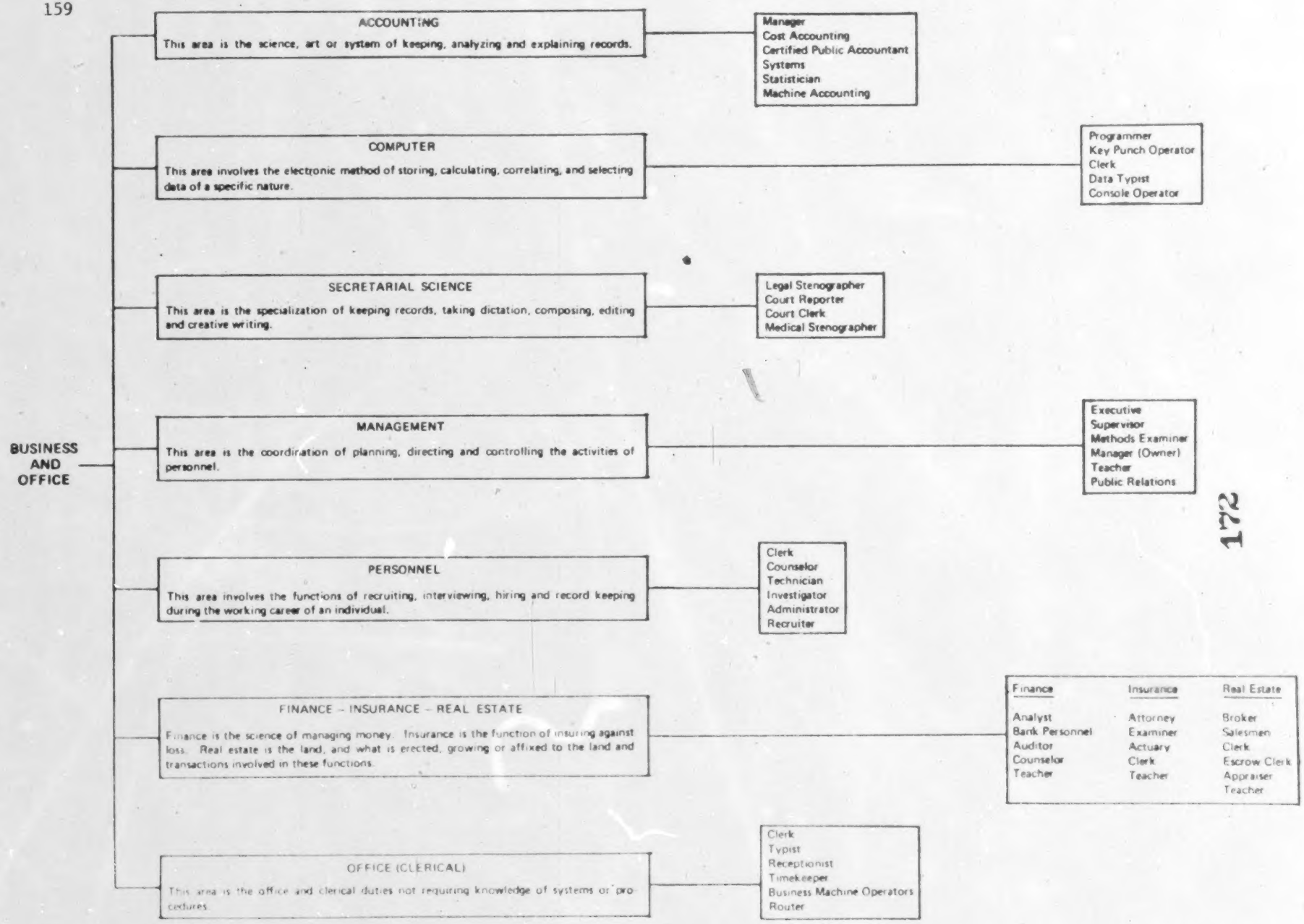


SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN ENGLISH




COMMUNICATIONS AND MEDIA
JOURNALISM
Concerns those occupations involved in the writing and editing of newspapers, magazines, and books.
Reporters
Copy and Proofreaders
Columnists and Critics
Manuscript Analysts
Specialized Personnel
Editors
Circulation Personnel
Advertising Personnel
MOTION PICTURES
Concerns those occupations involved in the creation and production of motion pictures.
Producers, Directors
Writers
Special Artists
Camera, Lights, Sound Personnel
Film Handlers
Costume, Make-up Personnel
Scenery, Props, Special Effects Personnel
TELEPHONE AND TELEGRAPH
Concerns those occupations involved in the transmission of messages via wire and radio for both local and long distances.
Engineers
Translators
Administrators, Specialized
Managers, Supervisors
Technicians, Managers
Clerical, Sales Personnel
Bench Workers
Electrical Workers
Production, Distribution Personnel
RECORDING INDUSTRY
Concerns those occupations involved in the creation and production of recorded sound.
Sales Personnel
Administrators
Production Personnel
Engineers
RADIO AND TELEVISION BROADCASTING
Concerns those occupations involved in the creation, production, and transmission of radio and/or television broadcasts.
Broadcast Preparation Personnel
Broadcast Presentation Personnel
Transmission Personnel
Administration, Sales Personnel
Service Personnel
Supportive Personnel
SATELLITE AND LAZER TRANSMISSION
Concerns those occupations involved in the transmission of aural and/or visual matter via satellite or lazer.
This field is so new that jobs within it have not yet been delineated.


FINE ARTS AND HUMANITIES
THE VISUAL ARTS
The grouping of those occupations concerned with the design of products and the art images used in advertising and the fine arts.
Commercial Artist and Designer
Painter and Sculptor
Photographer
Interior Decorator and Designer
THE PERFORMING ARTS
The grouping of those occupations concerned with music, theatre, and the dance.
Performing Musician
Composer
Actor
Dancer
Choreographer
Technical and Stage Production Personnel
OCCUPATIONS IN WRITING
The grouping of those occupations concerned with communication through written forms.
Literary Writer
Technical Copy W
Writer for Television
Playwright
Editor
Journalist
ARCHITECTURE
The grouping of those occupations concerned with the planning and designing of buildings, and the supervision for building construction.
Architect
Architectural Draftsman
Architectural Spec
RELIGION AND THEOLOGY
The grouping of those occupations concerned with the ordained clergy and other religiously oriented fields.
The Clergy
Christian Science Practitioner
Religious Music, Education, Activities Director
Support Occupations
LANGUAGES AND LINGUISTICS
The grouping of those occupations concerned with the scientific study of language, and with those requiring multi-lingual skills.
Scientific Linguist
Interpreter
Translator
HISTORY AND MUSEUMS
The grouping of those occupations concerned with study of records of the past, and the use of these materials to describe and analyze past and present events, institutions, ideas, and people.
Historian
Archivist
Museum and Historical Sites Occupations


BUSINESS AND OFFICE
ACCOUNTING
This area is the science, art or system of keeping, analyzing and explaining records.
Manager
Cost Accounting
Certified Public Accountant
Systems
Statistician
Machine Accounting
COMPUTER
This area involves the electronic method of storing, calculating, correlating, and selecting data of a specific nature.
Programmer
Key Punch Operator
Clerk
Data Typist
Console Operator
SECRETARIAL SCIENCE
This area is the specialization of keeping records, taking dictation, composing, editing and creative writing.
Legal Stenographer
Court Reporter
Court Clerk
Medical Stenographer
MANAGEMENT
This area is the coordination of planning, directing and controlling the activities of personnel.
Executive
Supervisor
Methods Examiner
Manager (Owner)
Teacher
Public Relations
PERSONNEL
This area involves the functions of recruiting, interviewing, hiring and record keeping during the working career of an individual.
Clerk
Counselor
Technician
Investigator
Administrator
Recruiter
FINANCE – INSURANCE – REAL ESTATE
Finance is the science of managing money. Insurance is the function of insuring against loss. Real estate is the land, and what is erected, growing or affixed to the land and transactions involved in these functions.
Finance
Analyst
Bank Personnel
Auditor
Counselor
Teacher
Insurance
Attorney
Examiner
Actuary
Clerk
Teacher
Real Estate
Broker
Salesmen
Clerk
Escrow Clerk
Appraiser
Teacher
OFFICE (CLERICAL)
This area is the office and clerical duties not requiring knowledge of systems or procedures.
Clerk
Typist
Receptionist
Timekeeper
Business Machine Operators
Router

APPENDIX D

Guidelines For Use of Resource Persons

Letter To Resource Person

Dear _____

My students are studying _____
We would like to have some first hand knowledge about this area. We are very interested in the work that you do at your job. Below are listed some areas that we would like to have included in your talk to the class.

1. Title of job
2. Duties
3. Training or preparation required.
4. Approximate starting salary - salary after ten years (average).
5. Have you been doing this same type of work all of your working life.
6. Demand for such a job.
7. Supply of workers for this occupation.
8. Physical characteristics needed.
9. Social characteristics needed.
10. Do you work alone or with others.
11. Do you need to get along and cooperate with other workers.
12. What school courses helped a great deal in preparing you for this work?
13. How do you feel after a days work? Why?
14. Why do you work?
15. Do you like this job?
16. What are the good and bad points about it?
17. How and where training can be obtained.
18. Leave plenty of time for questions.

Listed below is some information you may find useful.

Subject area _____
Number of students _____
Description of facilities and equipment available _____

_____

Thank you very much for consenting to spend some time with our class.

Sincerely yours,

Teacher

Follow - up of Resource Person

1. Discuss things they learned from visit (what do they know now about this job that they did not know in the past).

2. Discuss:

   a. What are the employment opportunities for these workers?

   b. Would you like this type of work?

   c. What characteristics do you have that would be valuable in this work?

   d. What must you improve on if you were to go into this line of work?

   e. What requirements (educational, physical, etc.) are necessary for this work?

   f. What geographical factors, if any, determine the location of this type of work?

RESOURCE PEOPLE GUIDELINES

Preparation:

1. Make the initial contact.
2. Teacher should obtain background information on person so she can make the introduction.
3. Provide information to the speaker describing the type and number of students, the program, facilities and equipment you can provide, things to cover, etc. (letter for this purpose attached)
4. Cover the area concerning the resource person before he or she comes to the classroom.
5. Give students some general knowledge of this person's field.
6. Talk about questions that they wish to have answered. (general) Have these organized so that all questions can be asked without repetition.
7. If question period lags the teacher should ask questions to bring out things that haven't been covered thus far.
8. Have the resource person ask students "What do you think I do?" before he begins his presentation.
9. Follow - up of field trip for evaluation purposes.

APPENDIX E

Guideline For Field Trips
For Career Education

Guideline for Field Trips for Career Development

A. Teacher-Pupil Planning

1. Plan type of trip.
2. Are students interested in going on field trip?
3. Is trip justifiable? (Can classroom provide same learning?)
4. Reason for taking trip:
   a. Develop awareness of different workers
   b. Helping them observe working conditions
   c. Awareness of interdependence of workers

B. Teacher Preparation

1. Permission from principal
2. Plans for transportation
3. Permission slips
   Develop form-sheet for the tour of business place
4. Contact business tour establishment
   a. Permission to come and definite date and time
   b. Provide information for business place being toured
      1) Number of students
      2) Age, grade level, etc.
      3) What material covered by students previously
      4) Questions students might ask
      5) Safety measures to be observed
      6) Questions workers might ask
   c. Secure any information or materials from business for students to review before going on trip

C. Pupil Preparation

1. Watch for:
   a. Working conditions
   b. Duties of workers
   c. Clothes they wear - appropriate
   d. Number of workers
   e. Safety
   f. Do workers enjoy the kind of work they are doing
2. Special instructions
   a. Appropriate clothing
   b. Conduct on tour
   c. Safety practices
   d. Courtesy throughout tour
   e. Departure time

D. Follow - Up

1. Did you enjoy the trip?
2. Would you recommend the trip for others? Why? Why not?
3. Were all questions answered?
4. Did you observe any kind of work you would enjoy doing?
5. What did you learn on this trip that you didn't learn in the classroom?

APPENDIX F

Addresses for Suppliers
of Resource Material

ADDRESS OF SUPPLIERS OF RESOURCE MATERIALS

Academy Films
748 West Seward St.
Hollywood, Calif. 90038

Allyn & Bacon Inc.
College Division
Rockleigh, NJ 07647

American Book Company
300 Pike Street
Cincinnati, Ohio 45202

American Guidance Service
Publishers Bldg.
Circle Pines, Minn. 44014

Association-Sterling Films
512 Burlington Ave.
LaGrange, IL. 60525

Association Films
660 Madison Ave.
New York, NY 10022

BFA (Bailey-Film Assoc.)
2211 Michigan Ave.
Santa Monica, CA 90404

Benefic Press
10300 W. Roosevelt Rd.
Westchester, IL 60153

Bobbs & Merrill
4300 W. 62nd St.
Indianapolis, Ind. 46268

Careers, Inc.
P. O. Box 135
Largo, Florida 33540

Childrens Press
1224 W. Van Buren St.
Chicago, IL 60607

The Child's World, Inc.
515 N. Front St., Box 711
Mankato, Minn. 56001

Chilton Book Co.
401 Walnut St.
Philadelphia, PA 19106

Churchill Films
662 N. Robertson Blvd.
Los Angeles, Calif. 90069

David C. Cook Pub. Co.
Elgin,
Illinois 60120

Communico
1735 Administration Dr.
St. Louis, MO 63141

Coronet Films
Coronet Building
65 E. South Water St.
Chicago, IL 60601

Coward-McCann, Inc.
200 Madison Ave.
New York, NY 10016

Crowell, Thomas Y.
201 Park Ave. S.
New York, NY 10003

Denoyer-Geppert
5235 Ravenswood Ave.
Chicago, IL 60640

Developmental Learning Corp.
3505 N. Ashland Ave.
Chicago, IL 60657

Dillon Press
108 Washington Ave. N.
Minneapolis, MN 55401

Walt Disney Productions
Educational Film Division
500 S. Buenavista Ave.
Burbank, Calif. 91503

Dodd, Mead & Company
79 Madison Ave.
New York, NY 10016

Doubleday & Company
501 Franklin Ave.
Garden City, NY 11530

Edu-Craft
(See Denoyer-
Geppert)

Educators Progress Service, Inc.
212-214 Center St.
Randolph, Wisc. 53956

Educational Progress Corp.
8538 E. 41st St.
Tulsa, OK 74145

Encyclopaedia Brittanica
Preview/Rental Library
1822 Pickwick Ave.
Glenview, IL 60025

Eye Gate House
146-01 Archer St.
Jamaica, NY 11435

Fearon Publishers, Inc.
2165 Park Blvd.
Palo Alto, Calif. 94306

Filmstrip House
432 Park Ave. S.
New York, NY 10016

Filmstrip of the Month
Popular Science Pub. Co.
355 Lexington Ave.
New York, NY 10017

Finney Company
3350 Gorham Ave.
Minneapolis, MN. 55426

Florida Development Commission
Film Library
Collins Bldg.
Tallahasee, Florida

Follett Educational Corp.
Customer Service Center
Box 5705
Chicago, IL 60680

Ford Market, Inc.
63 St. Anthony Blvd. N. E.
Minneapolis, MN 55421

Gel-Stenn
911-913 S. Hill St.
Los Angeles, Calif. 90015

Ginn & Company
Staler Building
125 Second Ave.
Boston, Mass. 02154

Grove Press
80 University Pl.
New York, NY 10003

Guidance Associates
41 Washington Ave.
Pleasantville, NY 10570

E. M. Hale & Co., Inc.
1201 S. Hastings Way
Eau Claire, WI 54701

Harper & Row Publishers
Keystone Industrial Park
Scranton, PA 18512

Harvey House, Inc.
5 S. Buckhout St.
New York, NY 10533

Hawthorne Book, Inc.
70 Fifth Ave.
New York, NY 10011

Highlights for Children
2300 W. Fifth Ave.
Columbus, OH 43216

[illegible], Rinehart & Winston, Inc.
[illegible] Madison Ave.
New York, NY 10017

Houghton Mifflin Co.
1900 S. Batavia Ave.
Geneva, IL 60134

Imperial Film Co.
404 S. Florida Ave.
Lakeland, Florida 33803

Information Systems & Service
P. O. Box 1231
Milwaukee, Wisc. 53201

Instructo Corp.
Paoli,
Pennsylvania 19301

Jam Handy
2781 E. Grand Blvd.
Detroit, Michigan 48211

Alfred A. Knopf, Inc.
501 Madison Ave.
New York, NY 10022

Laidlaw Brothers
Thatcher & Madison
River Forest, IL 60305

Little Brown & Co.
34 Beacon St.
Boston, MA 02106

Long Filmslide Service
7503 Fairmount Ave.
El Cerrito, Calif.

Narrow Publications
5163 Market St.
San Diego, Calif. 92101

Macrae-Smith Co.
225 S. 15th St.
Philadelphia, PA 19102

McGraw-Hill Book Co.
330 W. 42nd St.
New York, NY 10036

Melmont Publishers
(See Childrens Press)

Milton Bradley Aids
74 Park St.
Springfield Mass. 01102

Modern Talking Picture Service
9129 Lyndale Ave. S.
Minneapolis, MN 55420

National Dairy Council
111 North Canal St.
Chicago, IL 60606

National Forum Foundation
(See American Guidance Service)

National Gallery of Art
Extension Service
Washington, DC

Net Film Service
Indiana University
Bloomington, IN 47405

F. A. Owens Publishing Co.
Dansville,
New York

Oxford Book Co.
387 Park Ave. S.
New York, NY 10016

G. P. Putnam
200 Madison Ave.
New York, NY 10016

Q Ed Productions
P. O. Box 1608
Burbank, Calif. 91505

Radim Films
220 W. 42nd St.
New York, NY 10036

Random House
201 East 50th St.
New York, NY 10022

Richard Rosen Press
29 E. 21st St.
New York, NY 10010

Rider College
Public Information Unit
Trenton, NJ 08602

Scholastic Book Service
2931 E. McCarty St.
Jefferson City, MO 65101

Scholastic Magazine, Inc.
(Weekly Reader)
902 Sylvan Ave.
Englewood Cliffs, NJ 07632

Science Research Assoc.
259 E. Erie St.
Chicago, IL 60611

Scott, Foresman & Co.
3145 Piedmont Rd. N. E.
Glenview, IL 60025

Sextant Systems
(See Information Systems
& Services)

Shell Film Library
450 N. Meridian St.
Indianapolis, Ind. 46204

Silver Burdett Company
460 S. N. W. Highway
Park Ridge, IL 60068

Society for Visual Education
1345 Diversey Parkway
Chicago, IL 60614

Steck-Vaughn Co.
Box 2028
Austin, Texas 78767

Sterling Publishing Co., Inc.
419 Park Ave. S.
New York, NY 10016

Taylor Publishing Co.
Box 597
Dallas, Texas 75221

Texaco Inc.
Mr. Smithwick
1570 Grant St.
Denver, Colo.

Thompkins Films
Box 46611
Los Angeles, Calif. 90046

Trend Enterprises
White Bear Lake,
Minnesota

U. S. Government Printing Office
Superintendent of Documents
Washington, DC 20402

U. S. Dept. of Labor
240 New Federal Bldg.
653 Second Ave. N.
Fargo, ND 58102

Viking Press
625 Madison Ave.
New York, NY 10022

VISTA
1111 14th St. N. W.
Washington, DC 20506

J. Weston Walch, Publisher
Box 1075
Portland, Maine 04104

Franklin Watts, Inc.
575 Lexington Ave.
New York, NY 10022

Weekly Reader
(See Scholastic Magazine)

Westminster Press
Witherspoon Bldg.
Juniper & Walnut St.
Philadelphia, PA 19107

Weston Woods
Newtown Turnpike
Weston, Conn. 06880

Whitman, Albert
560 W. Lake St.
Chicago, IL 60606

John Wiley & Sons
605 Third Ave.
New York, NY 10016

H. Wilson Corporation
555 West Taft Drive
South Holland, IL 60473